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ABSTRACT

This document contains released reading comprehension passages, test items, and writing prompts from the Colorado Student Assessment Program for 2001. The sample questions and prompts are included without answers or examples of student responses. Test materials are included for: (1) Grade 4 Reading and Writing; (2) Grade 4 Lectura y Escritura (Spanish); (3) Grade 5 Mathematics and Reading; (4) Grade 6 Reading; (5) Grade 7 Reading and Writing; (6) Grade 8 Mathematics, Reading, and Science; (7) Grade 9 Reading; and (8) Grade 10 Mathematics and Reading and Writing. (SLD)

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ED 457 232

COLORADO

Student Assessment Program

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2001 Released Passages, Items, and Prompts

Grade 4 Reading and Writing , Grade 4 Lectura y Escritura , Grade 5 Mathematics and Reading, Grade 6 Reading, Grade 7 Reading and Writing, Grade 8 Mathematics, Reading and Science, Grade 9 Reading, and Grade 10 Mathematics and Reading and Writing

TM033331

CSAP

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Released Passages, Items, and Prompts

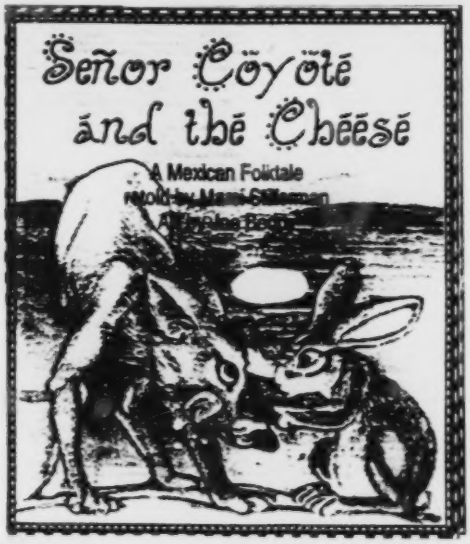
Grade 4 Reading and Writing Comprehension

2001

CSAP Grade 4
Reading

Directions

Read the Mexican folktale "Señor Coyote and the Cheese." Then do Numbers 1 through 8.



One night, when a full moon was shining brightly in the sky, Señor Coyote crept up to Conejo (kone-A-hoh), the rabbit. Conejo was sitting at the edge of a pond.

Señor Coyote said, "Conejo, I have you, and I'm going to eat you, pronto!"

"Wait," said Conejo. "Do you see this fine cheese in the pond?"

There, gleaming in the black pond, was something that looked like a big, round, delicious, yellow cheese.

"Do you like cheese?" asked Conejo.

"Oh, I love cheese," said Coyote as his mouth watered.

"Swim out then and get it," Conejo said. "I'd go myself, but I can't swim. While you get the cheese, I'll get some tortillas, and we'll have a fiesta."

"How do I know you'll be here when I come out of the pond?" Coyote asked.

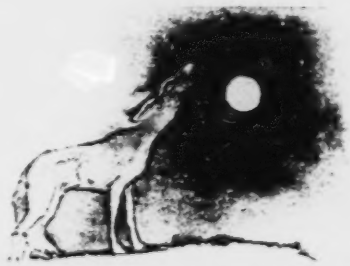
"I've been watching this cheese for hours," Conejo said, "Do you think I'd leave it all for you? Hurry, I'm hungry."

Señor Coyote jumped into the pond and swam toward the cheese. But the cheese stayed always ahead of him. Every time he lunged for it and snapped his jaws to catch it, pond water rushed into his mouth, and he coughed and spluttered. Señor Coyote's eyes filled with water, and he had to blink them many times to see the cheese. His heart pounded from the effort of swimming. Finally, disgusted, he gave up and swam to shore and shook the water from his fur.

Conejo was gone. He had tricked Señor Coyote.

Señor Coyote lifted his head to the big, round, yellow moon in the sky and howled in anger and humiliation.

He went hungry that night.



"Señor Coyote and the Cheese," a Mexican folktale retold by Marci Stillerman from *Jack and Jill*'s July/August 1995 issue, copyright © 1995 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana Used by permission

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1 What is the author's main purpose for writing the story "Señor Coyote and the Cheese"?

- ○ to describe how well a rabbit can see
- ○ to describe how well the coyote can swim
- ● to tell about a lesson the coyote learns
- ○ to tell about the enemies a rabbit has

2 What happens right after the coyote catches the rabbit?

- ○ The coyote howls at the moon.
- ○ The coyote swims in the pond.
- ○ The rabbit looks around for some tortillas.
- ● The rabbit tells the coyote about the cheese.

3 Describe the rabbit's problem in the story and explain how he solves it. Be sure to use information from the story to support your answer.

_____

_____

_____

_____

4 Why did Señor Coyote believe what Conejo said?

- ○ He knew that Conejo would not lie.
- ○ He knew that Conejo could not swim.
- ● He saw something that looked like cheese in the water.
- ○ He saw something that looked like tortillas near the rabbit.

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5 What is the **most** important message for the coyote in this story?

- ○ Don't give up.
- ● Don't be greedy.
- ○ Believe your eyes.
- ○ Trust your friends.

6 How is the cheese in the story like the moon? How is it different? Use information from the story to explain your answer.

_____

_____

_____

_____

7 Read this sentence from the story.

Do you see this fine cheese in the pond?

Which meaning of the word *fine* is the author using?

- ● excellent
- ○ small
- ○ smooth
- ○ thin

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8 How does Señor Coyote change in the story?

- ○ At first he is afraid; then he is brave.
- ○ At first he is trapped; then he is free.
- ○ At first he is hungry; then he is satisfied.
- ● At first he is pleased; then he is ashamed.

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SEÑOR COYOTE AND THE CHEESE

Item 3:
Describe the rabbit's problem in the story and explain how he solves it. Be sure to use information from the story to support your answer.

Exemplary Response

- The rabbit's problem is that he is trapped and is about to be eaten by the coyote. He solves the problem by tricking the coyote. He tells him there is cheese in the pond (which is really the moon's reflection) and that he cannot swim. He says that if the coyote swims out to get the cheese, he will wait for him. When the coyote swims into the pond, the rabbit runs away.

Rubric

2 points	A statement of the problem **and** the solution
1 point	A statement of the problem **or** the solution
0 points	Other

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Fiction and Poetry

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CSAP Grade 4 Reading Scoring Guide

SEÑOR COYOTE AND THE CHEESE

Item 6:
How is the cheese in the story like the moon? How is it different? Use information from the story to explain your answer.

Exemplary Response

- The cheese in the story and the moon are both big, round, and yellow. They also shine. The cheese in the story is not real; it is only a reflection in the pond. The moon is real and is in the sky.

Rubric

2 points	Response shows an understanding of similarities between the cheese and the moon (e.g., size, shape, and color) **and** the difference—the cheese is a reflection, whereas the moon is real
1 point	Response shows an understanding of similarities between the cheese and the moon (e.g., size, shape, and color) but concept of reflection is missing **or** response shows an understanding of the concept of reflection, but does not show an understanding of the similarities between the cheese and the moon
0 points	Other

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction and Poetry

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CSAP Grade 4
Reading

Directions

This story is about friendship. Read the story. Then do Numbers 1 through 8.

FRIENDS A DIFFERENT WAY

by Linda Leopold Strauss

Ellie was sad. On Saturday, Taro was moving back to Japan.

"Is Japan far?"

Ellie's mother got out the globe. She pointed to Ohio, colored in red. Then she turned the globe and pointed to Japan.

"Why does Taro have to go?" Ellie asked.

Japan was far. People moved other places, and you could visit them, but Japan was different. You couldn't drive there. Even in an airplane, it took more than a day to get there. And it was . . . expensive.

"Can I go to Japan and visit Taro sometime?" Ellie asked.

"Oh, no, it's too expensive."

"Do they have phones in Japan?"

"Oh, yes, but it's too expensive."

"Then how," Ellie wanted to know, "are Taro and I still going to be friends?"

"Taro and I won't be able to celebrate our birthdays together anymore," Ellie told her father sadly. "You can't do things like that when someone is in Japan."

"No, you can't," said Ellie's father.

"And we can't wait at the bus stop together. Or play Frisbee. Or anything . . ."

"You can write letters," said Ellie's father. "You can be pen pals."

"Is that expensive?"

"No," said Ellie's father. "It's just right."

"But is that being friends?"

"It can be," said her father. "Friends a different way."

On Friday after school, Taro and his mother came over to say good-bye. Taro gave Ellie a Japanese kite as a good-bye present. Ellie gave Taro a picture of herself to take to Japan. That night, Ellie wrote Taro a letter.

"When will I get my letter from Taro?" Ellie asked her mother.

"Soon, I hope," said her mother. "But letters from Japan take time."

Every day Ellie waited for the mailman.

One day he brought a letter from her cousin. Once he brought her a surprise box from her grandparents in Philadelphia.

"When will I get my letter from Taro?" asked Ellie.

Ellie had a new friend at school. Her name was Diane, and she wasn't quiet and shy like Taro. Diane was always fluttering about—like a moth, Ellie's mother said. But

"Friends a Different Way" by Linda Leopold Strauss in *Hopscotch Magazine*'s February/March issue, copyright © 1990 by Linda Leopold Strauss. Reprinted by permission of the author.

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Diane was nice. She had red hair, and sometimes she saved Ellie a seat on the bus.

Ellie told Diane about being pen pals with Taro.

In school, Ellie's class was learning about children in other lands. Ellie said she might bring in a letter from Japan someday to share with the class.

"What if the letter is in Japanese?" called out Bobby DeMilo.

Everyone laughed.

"It won't be," Ellie told Bobby hotly. "Taro didn't know English when he came here, but he knows lots of it now."

"He might forget it all in Japan," said Bobby.

After school, Ellie waited for the mailman.

"Not today, young lady," the mailman said. "Just magazines today. Maybe tomorrow."

That night Ellie sat in the big chair with her father. "Do you think Taro still remembers me?" Ellie asked.

Ellie's father hugged her.

"I still like Taro," Ellie told her father. "Even if I don't see him anymore. But maybe he doesn't still like me."

One day the mailman was smiling. He came up on Ellie's porch waving a thin blue envelope in his hand.

Ellie ran inside to show her mother.

"*Dear Ellie,*" wrote Taro. "*I came to Japan in a big airplane. First we were in Hawaii. We swam in the ocean. I didn't go to school yet. And I like you, Ellie. Love, Taro.*"

Ellie hugged her letter. She carried it with her all day.

Ellie brought her letter to school. Everyone wanted to see it, even Bobby DeMilo. Bobby tried to pull off the Japanese

stamp, but Diane got it back. She grabbed Bobby's lunch box and wouldn't let go until Bobby gave Ellie her letter back.

"Diane was really my friend today," Ellie told her mother when she got home.

"I like Diane," said Ellie's mother. "She's a nice friend for you."

"Taro's still my friend, too," Ellie said. "Only it's a different kind of friend. It takes longer. And you can't see the person."

Ellie stood motionless for a minute. Then she got a piece of paper and sat down at the kitchen table.

"*Dear Taro,*" she wrote.

"When will I get another letter from Taro?" Ellie asked her mother.

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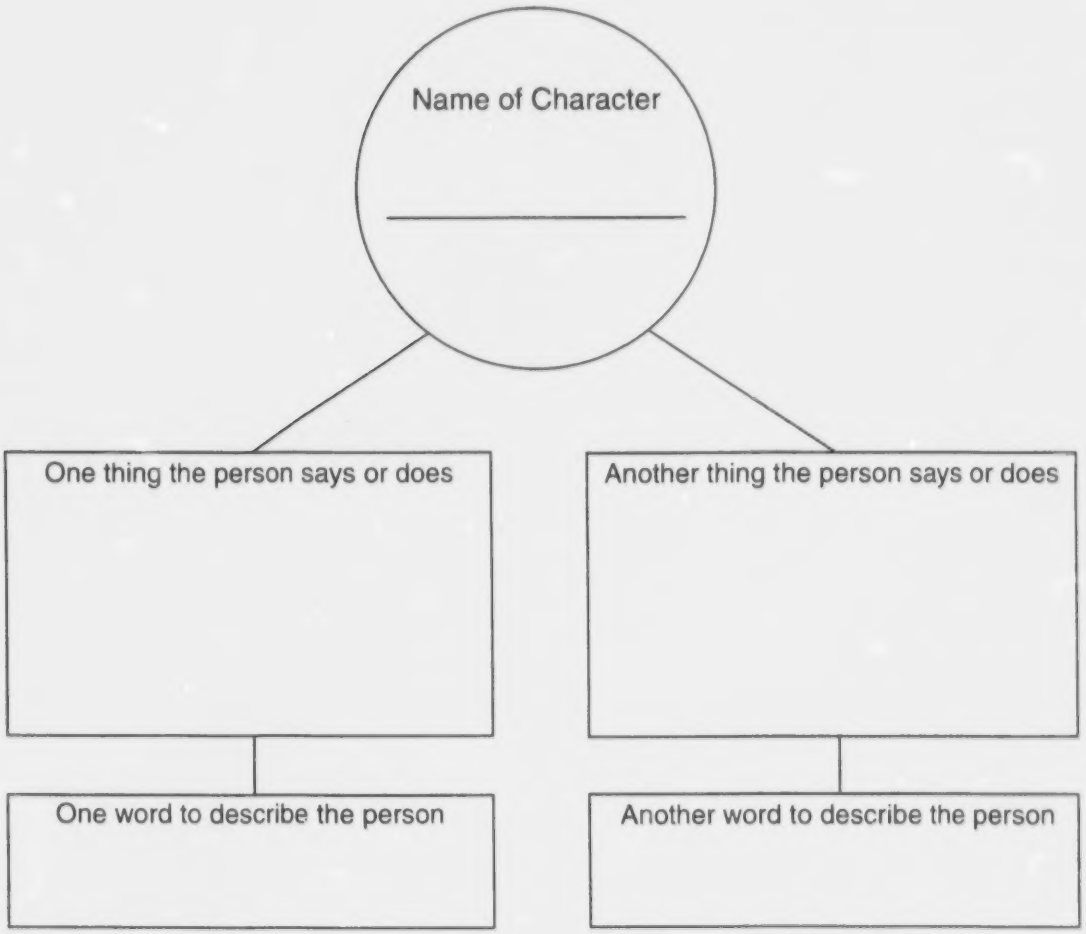
1 Choose one character in the story who is interesting to you. Write the name of that character in the circle.

- What does the character say or do that tells you what kind of person he or she is? Write one example in **each** large box.
- What do these actions tell you about the person? In **each** small box, write one word to describe the person. (For example, brave.)


Name of Character
One thing the person says or does
Another thing the person says or does
One word to describe the person
Another word to describe the person

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2 The story tells us **three** ways that friends can remain friends after one of them moves away. Name the **three** ways that friends can stay in touch with each other, according to the story.

1) _____

2) _____

3) _____

Which way did Ellie choose? _____

Why did she make this choice? Write your answer on the lines below.

_____

_____

3 How does Ellie feel when she does not get a letter from Taro?

_____

_____

Why does she feel that way? Write your answer on the lines below.

_____

_____

_____

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4 How does the author of "Friends a Different Way" make you think that the characters are real people? Write your answer on the lines below. Use **two** examples from the story.

_____

_____

_____

_____

_____

_____

_____

5 Think carefully about how each word below describes one of the characters in the story.

- Write each word under the name of the character that it best describes.
- Words may be used more than once.

shy	**lively**
bratty	**quiet**
thoughtful	**rude**

Diane	Taro	Bobby
_____	_____	_____
_____	_____	_____

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6 Do you think Ellie will continue to write to Taro and remain his friend? Why or why not? Give **two** reasons. Explain your answer on the lines below.

7 What part of the story does the picture on page 2 show?

- ○ Bobby makes fun of Ellie.
- ○ Diane gets the letter back from Bobby.
- ○ Taro tells Ellie he is moving to Japan.
- ● Taro and Ellie give each other good-bye gifts.

8 The author of this story probably believes that

- ○ people cannot move to faraway places.
- ○ people should always telephone their friends.
- ● people can still be friends when they are apart.
- ○ people should forget friends who move away.

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CSAP Grade 4 Reading Scoring Guide

FRIENDS A DIFFERENT WAY

Item 1:
Choose one character in the story who is interesting to you. Write the name of that character in the circle.

- What does that character say or do that tells you what kind of person he or she is? Write one example in **each** large box.
- What do these actions tell you about the person? In **each** small box, write one word to describe the person. (For example, brave.)

Exemplary Response

Character: Ellie
One thing she says or does: Gives Toro a picture of herself
One word to describe the person (from that action): friendly/caring/kind

(Another) thing she says or does: Hugs Taro's letter and carries it all day
One word to describe the person (from that action): happy/proud

Other acceptable responses:

Ellie

- wonders how she and Taro will remain friends; wonders if Taro remembers her or still likes her (concerned, caring, worried)
- writes Taro a letter; says she still likes Taro (friendly)
- asks mother when she will receive letter from Taro; waits for the mailman every day (anxious, impatient, worried)

Taro

- gives Ellie a kite; writes Ellie a letter; writes "I like you" in the letter (friendly, caring, kind)

Bobby

- makes comments about Taro (insensitive, funny, rude)
- tries to pull stamp off the letter (mean, selfish)

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(Item 1, continued)

Diane

- saves Ellie a seat on the bus (kind, friendly); gets Ellie's letter back from Bobby (friendly, helpful)

Ellie's mom

- explains where Japan is (helpful)
- answers Ellie's questions about when she'll receive a letter back (patient)
- says she likes Diane and that she's a nice friend (kind, caring)

Ellie's father

- suggests to Ellie that she can write letters to remain friends with Taro (helpful, practical)
- hugs Ellie when she wonders if Taro remembers her (kind, caring, reassuring)

mailman

- tells Ellie "Maybe tomorrow" (hopeful, friendly)
- smiles and waves envelope when Taro's letter arrives (friendly, thoughtful)

Rubric

2 points	The response names a character and accurately identifies **two** characteristics of that character, based on relevant examples of behavior from the text
1 point	The response names a character and accurately identifies **one** characteristic of that character, based on a relevant example of behavior from the text
0 points	Other

Note: Accept "brave" if it relates to the behavior identified; otherwise, no credit. Nouns are acceptable.

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction and Poetry

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FRIENDS A DIFFERENT WAY

Item 2:
The story tells us **three** ways that friends can remain friends after one of them moves away. Name the **three** ways that friends can stay in touch with each other, according to the story.

Which way did Ellie choose?
Why did she make this choice? Write your answer on the lines below.

Exemplary Response

Part 1:

- telephone
- write (letter)/be pen pals
- travel/visit/airplane

Note: Fax, e-mail, Internet, etc. are not acceptable because they are not in the story.

Part 2:

- write (letter)/be pen pals

Part 3:

- Other ways are too expensive.
- It is the cheapest way.
- Distance makes this the best way.
- Her parents/father told her the choice.

Rubric

3 points	3 parts are correct and complete
2 points	2 parts are correct and complete
1 point	1 part is correct and complete
0 points	Other

Note: All three elements of Part 1 must be present to get a point for Part 1.

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction and Poetry

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FRIENDS A DIFFERENT WAY

Item 3:
How does Ellie feel when she does not get a letter from Taro?

Why does she feel that way? Write your answer on the lines below.

Exemplary Response

Part 1:

- Ellie feels sad/worried/anxious/feels that Taro has forgotten her.

Part 2:

- She feels this way because she is afraid Taro may not write back to her and that he has forgotten her.
- She is afraid she will lose Taro as a friend because she cannot visit him or call him.
- She hasn't heard from him.

Rubric

3 points	Both ideas represented with explanation containing a summary of multiple ideas or one idea expanded
2 points	Both ideas represented but explanation contains one overly general or overly specific idea
1 point	One idea represented but explanation is missing
0 points	Other

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction and Poetry

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FRIENDS A DIFFERENT WAY

Item 4:
How does the author of "Friends a Different Way" make you think that the characters are real people? Write your answer on the lines below. Use **two** examples from the story.

Exemplary Response

- The author uses conversation/dialogue/quotation marks.
- The children in the story are a lot like me, my friends, or people I know.
- The characters in the story have feelings.
- The story could really happen (e.g., friends move away, friends write to each other).

Rubric

2 points	One method is described or implied and supported by one or more examples from the text **or** more than one method is described or implied and supported
1 point	A method is discussed but not supported **or** examples are provided but no method is discussed or implied
0 points	Other

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Fiction and Poetry

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FRIENDS A DIFFERENT WAY

Item 5:
Think carefully about how each word below describes one of the characters in the story.

- Write each word under the name of the character that it best describes.
- Words may be used more than once.

shy	**lively**
bratty	**quiet**
thoughtful	**rude**

Diane	Taro	Bobby
_____	_____	_____
_____	_____	_____

Exemplary Response

Diane	Taro	Bobby
lively	quiet	rude
thoughtful	shy	bratty
_____	thoughtful	lively

Rubric

2 points	6 correct responses
1 point	4 or 5 correct responses
0 points	3 or fewer correct responses/no correct responses/inappropriate responses

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Vocabulary

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FRIENDS A DIFFERENT WAY

Item 6:
Do you think Ellie will continue to write to Taro and remain his friend? Why or why not? Give **two** reasons. Explain your answer on the lines below.

Exemplary Response

- Yes, because Ellie begins to write Taro again at the end of the story and is already asking her mother when she'll get another letter from Taro.
- Yes, because she is very excited to get a letter from Taro in the story and she said she liked Taro even when she hadn't received a letter.
- Yes, because even though she has met a new friend (Diane), she realizes she can still remain friends with Taro in a different way—through writing.

Rubric

2 points	A version of a developed exemplary response, with two reasons
1 point	A less-developed explanation that is either too general or too specific (e.g., *Yes, because she likes Taro*) or with only one reason **or** No, with a reasonable, text-based response
0 points	Other

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Fiction and Poetry

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CSAP Grade 4
Reading

Directions

Look at the chart. Then do Numbers 1 and 2.

TIME	MON.	TUES.	WED.	THURS.	FRI.
9:00–10:00	MATH	MATH	MATH	MATH	MATH
10:00–11:30	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
11:30–12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00–12:30	RECESS	RECESS	RECESS	RECESS	RECESS
12:30–1:30	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
1:30–2:30	GYM	MUSIC	ART	GYM	GYM
2:30–3:30	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE

1 Which class comes right before science on Wednesday?

- ○ gym
- ○ music
- ● art
- ○ social studies

2 What class starts at 1:30 on Tuesday?

- ● music
- ○ social studies
- ○ art
- ○ gym

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CSAP Grade 4
Writing

Think about something that happened at school that was funny or interesting. Write a story, describing what happened. Remember to include

- characters
- setting
- story events

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CSAP Grade 4
Writing

Directions

For Numbers 1 through 3, choose the sentence in which the subject and verb are correct.

1

- ○ Has we cleaned up well?
- ○ Have she finished yet?
- ● She brought me a flower.
- ○ Some of them brings weeds.

2

- ○ Are the package for him?
- ● Did she send the letter yet?
- ○ They gives the card to him.
- ○ She address the envelope.

3

- ○ It weren't a problem to find new friends.
- ○ When we moved, my mom couldn't waits to get started.
- ● My dad wouldn't use any of the moving companies in town.
- ○ Our new house is so close, I doesn't have a new zip code to learn.

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CSAP Grade 4
Writing

Directions

For Number 1, read the sentence with the missing word and the question relating to that word. Then choose the word that best answers the question.

1 We watched them _____ the rocks.

Which of these words indicates that the rocks were being broken into small pieces?

- ● crush
- ○ twist
- ○ pierce
- ○ squeeze

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CSAP Grade 4
Writing

Directions

Do Number 1. Fill in the bubble that goes with the answer you choose.

1. Find where "eagerly" belongs in the sentence.

Rosa, Ben, and Ed agreed to try out for the track team .

● ○ ○ ○

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CSAP Grade 4
Writing

Directions

In Numbers 1 and 2, choose the sentence that is written correctly.

1

- ○ You are oldest than she is.
- ○ He is the younger one of all.
- ● Her hair is darker than mine.
- ○ I think she is very prettier.

2

- ○ The blue bike had the more bigger basket.
- ● The red bike was the smallest one in the store.
- ○ Her bike was the one with the most good brakes.
- ○ Riding as fastly as the wind was all he wanted to do.

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CSAP Grade 4
Writing

Directions

Do Number 1.

1 Circle the picture that shows something you would like to write about.

read

watch television

play

draw

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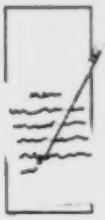

Now write a paragraph that tells about the picture you circled.

You do not have to use all the lines. Just write on as many as you need.

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Released Passages, Items, and Prompts

Grade 4 Lectura y Escritura

2001

CSAP Grade 4

Lectura

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Instrucciones

Lee el texto siguiente y contesta las preguntas de la 14 a la 21.

Tío Coyote y Tío Conejo

un cuento folklórico de América Latina

Una noche cuando la luna llena brillaba en el cielo, Tío Conejo estaba sentado a la orilla de la laguna. De repente Tío Coyote se le lanzó encima y le dijo:

—Ahora te voy a comer, Tío Conejo.

—Espere, señor Coyote —dijo Tío Conejo— ¿quiere probar un poco de este queso antes de comerme? A usted le gusta el queso, ¿verdad?

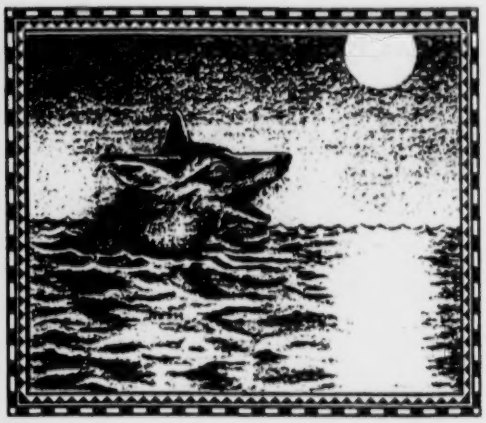
—Me encanta el queso. Pero, ¿dónde está?

—Mire, ahí está, en medio de la laguna.

En medio de la oscura laguna se veía una cosa amarilla brillante y redonda. Tío Coyote abrió sus ojos muy grandes. "Ese es el queso más grande que he visto", se dijo y comenzó a hacérsele agua la boca.

—¿Y cómo voy a alcanzar el queso? —dijo Tío Coyote—. Ve y tráemelo.

Sigue



—Lo siento, Tío Coyote, yo no puedo nadar. Si supiera, ya me lo habría comido hace rato. Pero yo sé cómo alcanzarlo. Si promete no comerme, yo le ayudaré a beber el agua de la laguna y después usted se come el queso.

Tío Coyote se puso a pensar que esa era una buena oportunidad para comer algo de queso y a Tío Conejo también.

—Está bien —dijo Tío Coyote, sonriendo por dentro— ayúdame a beber el agua y no te comeré.

Tío Coyote comenzó a beber el agua. El queso brillaba cada vez más, así que Tío Coyote siguió bebiendo agua con mucha prisa. Ya se veía saboreando un gran pedazo de queso, sin darle a Tío Conejo ni un pedacito. Pero por más que bebía agua, no parecía acercarse al queso.

Mientras tanto, Tío Conejo hacía que bebía agua pero no tragaba nada.

—Tío Conejo, ¿estás seguro que esta es la mejor manera de alcanzar el queso? —preguntó Tío Coyote.

—Bueno, si usted nada hasta el medio de la laguna será más fácil —dijo Tío Conejo.

—Está bien, yo iré, pero espérame aquí —dijo Tío Coyote.

Tío Coyote metió una pata en el agua. El agua estaba helada pero el queso seguía ahí brillando en medio de la laguna así que comenzó a nadar hacia él. Entonces, notó que el queso parecía alejarse.

—¡El queso se va alejando! —le gritó a Tío Conejo.

—¡No se preocupe, ya está más cerca, pronto va a alcanzarlo! —respondió Tío Conejo con un grito.

Tío Coyote siguió y siguió. Ya el agua le llegaba a la cabeza y las quijadas le dolían de tanto abrir la boca para ver si así podía alcanzar el queso. Pero lo único que le entraba por la boca era agua.

El agua ya no le cabía en el estómago. Comenzaba a salirle por la boca, los oídos y hasta los ojos. Pero Tío Coyote aún tenía esperanza de agarrar el queso y seguía dando bocanadas. Con cada bocanada se atragantaba más y más. Mientras, el queso seguía ahí a mitad de la laguna brillando. Hasta parecía reírse de Tío Coyote, que estaba a punto de ahogarse.

Por fin, Tío Coyote decidió regresar a la orilla. Con gran dificultad nadó hasta la orilla y casi sin aliento, Tío Coyote se tiró sobre el pasto suave y húmedo. Su estómago estaba adolorido de tanta agua que había bebido. De repente, miró hacia arriba y vio la hermosa luna llena brillando en el firmamento. Tío Coyote comenzó a aullar. El agua seguía saliéndole por todas partes.

—¡Ahora sí voy a comerte, Tío Conejo! —grito Tío Coyote furioso.

Pero cuando buscó a su alrededor a Tío Conejo, éste había desaparecido. Tío Coyote siguió aullando por largo rato.

¡Tío Conejo se había burlado de él!

14 ¿Por qué Tío Coyote creyó lo que le dijo Tío Conejo acerca del queso?

- ○ Sabía que Tío Conejo no mentía.
- ○ Sabía que Tío Conejo no sabía nadar.
- ● Podía ver algo amarillo en el agua.
- ○ Podía ver que el queso era muy grande.

15 ¿Qué lección aprende Tío Coyote en este cuento?

- ○ No te des por vencido.
- ● No trates de quedarte con todo.
- ○ Se puede creer en todo lo que se ve.
- ○ Se puede confiar en los amigos.

Sigue

16 ¿Qué sucedió **inmediatamente después** de que Tío Coyote se lanzó encima de Tío Conejo?

- ○ Tío Coyote aulló.
- ○ Tío Coyote se metío a la laguna.
- ○ Tío Conejo hacía que bebía agua.
- ● Tío Conejo le dice a Tío Coyote acerca del queso.

17 Usando información del cuento, compara la luna y el queso. ¿En qué se parece la luna al queso? ¿En qué se diferencian?

Se parecen

_____

_____

Son diferentes

_____

_____

18 La expresión **hacérsele agua la boca** quiere decir que

- ○ Tío Coyote tenía sed
- ○ Tío Coyote bebió el agua de la laguna
- ● Tío Coyote quería comer el queso
- ○ Tío Coyote estaba mojado

19 ¿Cómo cambia Tío Coyote durante el cuento?

- ○ Primero tiene miedo, después se siente valiente.
- ○ Primero está feliz, después está asustado.
- ○ Primero tiene hambre, después está satisfecho.
- ● Primero está feliz, después se siente engañado.

20 Usando información del cuento, describe el problema que tiene Tío Conejo y cómo lo resuelve.

_____

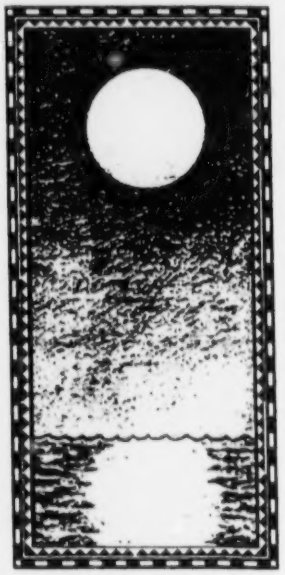
_____

_____

_____

21 ¿Cuál es el propósito principal del autor al escribir este cuento?

- ○ describir lo bien que puede ver Tío Conejo
- ○ describir lo bien que puede nadar Tío Coyote
- ● dar a conocer una lección que aprende Tío Coyote
- ○ dar a conocer quiénes son los enemigos de Tío Conejo



ALTO

Grade 4
Tío Coyote y Tío Conejo: Item 17. Page 13

17. Usando información del cuento, compara la luna y el queso. ¿En qué se parece la luna al queso? ¿En qué se diferencian?

Se parecen

_____

_____

Son diferentes

_____

_____

Score points: 2 points total

Standard 6: Students read and recognize literature as a record of human experience.

17. Usando información del cuento, compara la luna y el queso. ¿En qué se parece la luna al queso? ¿En qué se diferencian?

Se parecen
La luna es redonda y amarilla como el queso.

Son diferentes
El queso es imaginario y la luna es real.

Rubric

For *Se parecen:*

- 1 point for a response that states a characteristic shared by the moon and cheese in the story

For *Son diferentes:*

- 1 point for a response that states a characteristic that makes the moon different from the cheese

Other acceptable responses:

- *La luna se refleja en el agua, el queso se puede comer.*
- *La luna se puede ver claramente, el queso se ve borroso.*
- *La luna está en el cielo, el queso está en el agua.*

Grade 4
Tío Coyote y Tío Conejo: Item 20, Page 13

20. Usando información del cuento, describe el problema que tiene Tío Conejo y cómo lo resuelve.

_____

_____

_____

Score points: 2 points total

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

20. Usando información del cuento, describe el problema que tiene Tío Conejo y cómo lo resuelve.

Tío Coyote lo atrapa y se lo quiere comer. Tío Conejo engaña a Tío Coyote y lo invita a comer queso. Mientras que Tío Coyote nada hacia el queso, Tío Conejo escapa.

Rubric

- 2 points for fully expressing the idea that Tío Conejo has been trapped by Tío Coyote and that Tío Conejo solves his problem by tricking Tío Coyote

OR

- 1 point for a partial response that expresses either the idea that Tío Conejo has been trapped or that he tricks Tío Coyote

Instrucciones

Lee el poema siguiente y contesta las preguntas de la 39 a la 43.

Estaciones

por Lucía Fernández

El sol fresco y alegre,
el regreso de las flores,
abren de par en par las puertas
a la primavera.
Tiempo de sembrar,
de olor a lluvia,
marzo, abril y mayo.

Cuando las mariposas
y los insectos vuelan,
el sol fuerte y dorado
abre la puerta al ardiente verano.
Zumbando, vienen y van
junio, julio y agosto.

En los bosques, las ardillas,
los zorros y las hojas de colores
esperan por un sol cansado y dormilón.
Un olor a viento fuerte
soplando suelta al otoño
septiembre, octubre y noviembre.

En el invierno
de frío, de animales dormidos,
un sol helado
abre apenas la puerta
y se asoman congelándose
diciembre, enero y febrero.

Sigue

39 Este poema trata principalmente de

- ● los cambios de las estaciones
- ○ por qué hace calor en verano y frío en invierno
- ○ por qué no llueve en invierno
- ○ los tipos de animales en las diferentes estaciones

40 En este poema, la escritora dice que "un sol helado abre apenas la puerta" porque

- ● el sol alumbra poco
- ○ los animales están dormidos
- ○ el sol no quiere que entren los insectos
- ○ el sol no quiere que entre el frío

41 En los espacios de abajo escribe tres cosas del poema que identifiquen al verano y tres cosas que identifiquen al invierno.

Verano	Invierno
1)	1)
2)	2)
3)	3)

42 En la columna de la derecha escribe la forma en que la autora describe cómo es el sol en cada estación.

Estación	Cómo es el sol
La primavera	
El verano	
El otoño	
El invierno	

43 Con este poema, la autora probablemente quiere expresar

- ○ por qué cambian las estaciones
- ○ por qué hay doce meses en el año
- ● que cada estación tiene cosas muy bellas
- ○ que hay mucho que hacer durante todo el año

Grade 4

Estaciones: Item 41, Page 27

41. En los espacios de abajo, escribe tres cosas del poema que identifiquen al verano y tres cosas que identifiquen al invierno.

Verano	Invierno
1)	1)
2)	2)
3)	3)

Score points: 3 points total

Standard 6: Students read and recognize literature as a record of human experience.

41. En los espacios de abajo, escribe tres cosas del poema que identifiquen al verano y tres cosas que identifiquen al invierno.

Verano	Invierno
1) *Hace mucho calor.*	1) *Los animales duermen.*
2) *El sol es fuerte y dorado.*	2) *El sol es helado.*
3) *Las mariposas y los insectos vuelan.*	3) *Hace mucho frío.*

Rubric

- 3 points if the student gives 6 of the exemplary responses

OR

- 2 points if the student provides 4 or 5 of the exemplary responses

OR

- 1 point if the student provides 2 or 3 of the exemplary responses

Note: Wording of the responses need not match the exemplary responses exactly.

Grade 4
Estaciones: Item 42, Page 27

42. En la columna de la derecha escribe la forma en que la autora describe cómo es el sol en cada estación.

Estación	Cómo es el sol
La primavera	
El verano	
El otoño	
El invierno	

Score points: 4 points total

Standard 6: Students read and recognize literature as a record of human experience.

42. En la columna de la derecha escribe la forma en que la autora describe cómo es el sol en cada estación.

Estación	Cómo es el sol
La primavera	*fresco y alegre*
El verano	*fuerte y dorado*
El otoño	*cansado y dormilón*
El invierno	*helado*

Rubric

- 1 point for each response given above

Note: The student needs to provide only one appropriate adjective in each box.

CSAP Grade 4
Escritura

Imagínate que ves unos dinosaurios caminando por la calle. Escribe una historia sobre lo que pasó el día que llegaron los dinosaurios.

Usa la página siguiente para planear tu historia.

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CSAP Grade 4
Escritura

Instrucciones

Para las preguntas de la 1 a la 6, lee la pregunta y la oración. A cada oración le falta una parte. Luego, escoge la respuesta que complete mejor la oración.

3 Escoge la palabra que indique que las rocas **se partían en pedazos**.

Observamos cómo la máquina _____ las rocas.

- ○ torcía
- ○ doblaba
- ● quebraba
- ○ apretaba

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CSAP Grade 4
Escritura

Instrucciones

Para las preguntas de la 11 a la 14, escoge la oración que tenga el verbo y el sujeto escritos correctamente.

11

- ● Clara fue de paseo a las montañas.
- ○ Mi papá me compraron una bicicleta.
- ○ Sus gatitos se salió de la casa.
- ○ El agua se derramaron del vaso.

12

- ○ La caminata me cansaron.
- ○ El león tenían pelo abundante.
- ● Los caballos son mis animales favoritos.
- ○ Los osos del polo norte vive en zonas muy frías.

14

- ○ La galleta se quemaron.
- ○ Carla y Raúl viene la próxima semana.
- ● Pilar ha terminado de escribir su composición.
- ○ Mi papá y mi mamá venimos a Colorado en invierno.

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CSAP Grade 4
Escritura

Instrucciones

Para las preguntas de la 16 a la 19, rellena el círculo de la respuesta que escojas.

17 ¿En qué parte de esta oración escribirías la palabra "alegremente"?

Los ○ amigos cantaron ● durante el festival ○ de música ○

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CSAP Grade 4
Escritura

Instrucciones

Para las preguntas de la 20 a la 23, escoge la oración que esté escrita correctamente.

21

- ● Historia es la más difícil de todas mis clases.
- ○ Tú caminas tan bastante despacio como él.
- ○ Las camisas blancas son las tan fáciles de ensuciar.
- ○ Mi artista más favorito hizo una nueva película.

22

- ○ Hoy hace el más terriblísimo calor.
- ○ Ricardo es el mucho más perezoso de los jugadores.
- ● Ellos tienen el animal más interesante de todos.
- ○ La más mejor de las recetas es la de mi abuela Carlota.

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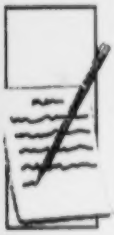
35 Imaginate que estás caminando por la calle en un día lluvioso. En las líneas de abajo escribe un párrafo en el que **describas** lo que oyes, ves, hueles o tocas.



50

ALTO. Cierra el libro.

Released Items

Grade 5 Mathematics

2001

CSAP Grade 5
Mathematics

1 Choose the letter that has **more** than one line of symmetry.

A ○ P ○ E ○ H ●

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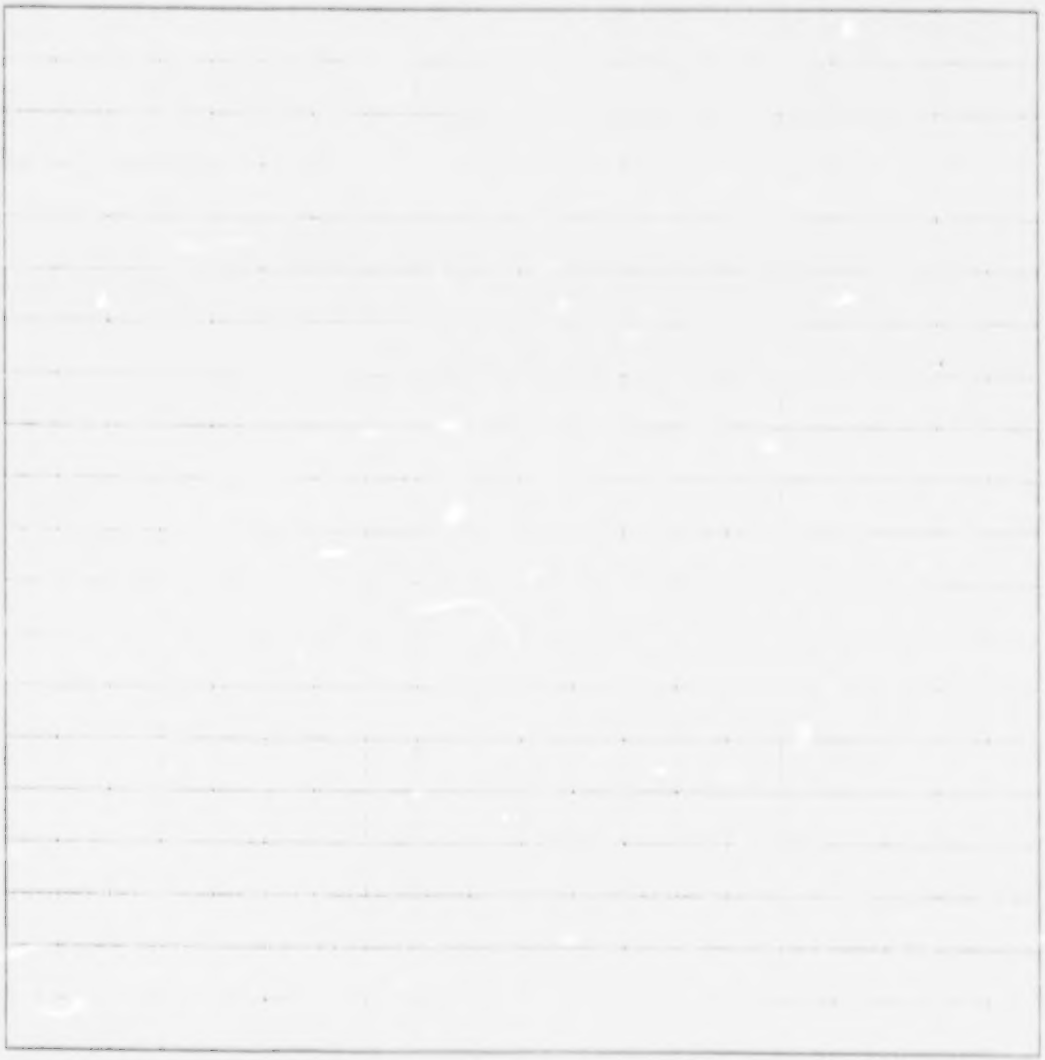
2 The number 36 is a square number. On the grid below, draw a figure that shows 36 as a square number.



grid—pattern of lines that form squares

53

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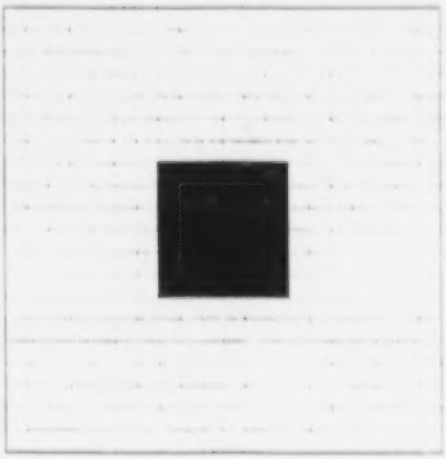
Rubric

Exemplary Response:

2 Points

- 

Score Points:

Apply 2-point holistic rubric.

Standard: 1.1.C Patterns, Functions, Algebra

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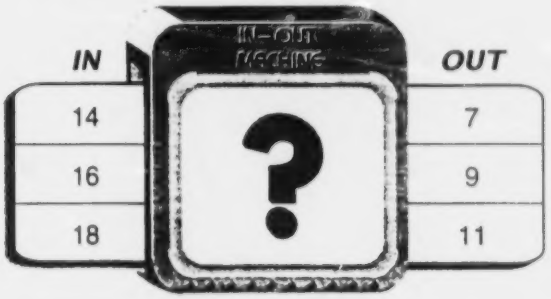
CSAP Grade 5
Mathematics

3 Study the ***In-Out*** machine shown below.



What is the rule that changes ***In*** numbers to ***Out*** numbers?

- ○ Divide the ***In*** number by 2.
- ○ Add 7 to the ***In*** number.
- ● Subtract 7 from the ***In*** number.
- ○ Subtract 6 from the ***In*** number.

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4 José counted the number of pretzels in 6 bags of Crunchy Pretzels. The table below shows his results.

CRUNCHY PRETZELS

Bag	Number of Pretzels
1	97
2	99
3	102
4	96
5	100
6	97

What is the range of pretzels found in the bags?

○ 3

○ 4

○ 5

● 6

pretzel—a salty bread

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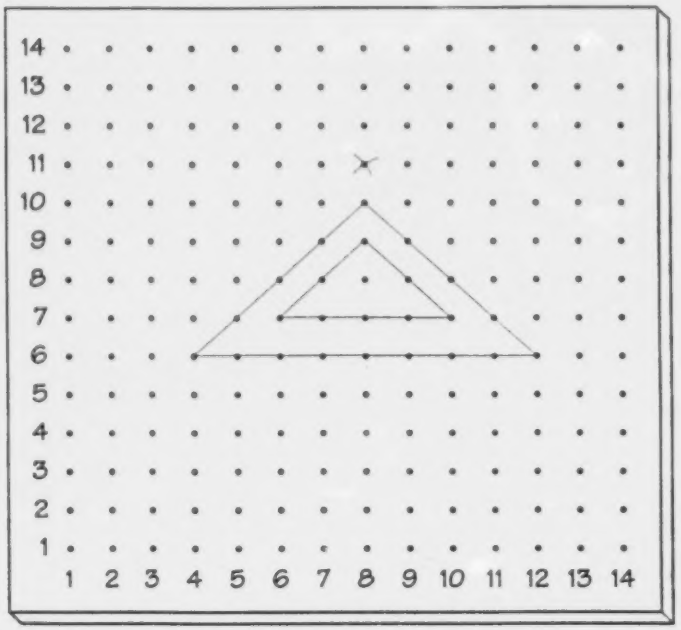
CSAP Grade 5
Mathematics

5 Alyssa is making a pattern by stretching rubber bands around nails on a board. All the triangles she makes have the same shape.

Part A

Alyssa is starting the next triangle at the nail marked with an **X** at the ordered pair (8, 11).

In the space below, draw Alyssa's third triangle.



Part B

On the lines below, write the ordered pairs of the nails that will be the other two corners of the new triangle.

(_____, _____) and (_____, _____)

57

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Rubric

Exemplary Response:

3 Points

Part A

- Student response shows a larger triangle with vertices at (2, 5), (14, 5), and (8, 11).

AND

Part B

- Student response indicates that (2, 5) and (14, 5) are the coordinates of the new triangle not given in the item.

Score Points:

Apply 3-point holistic rubric.

Standard: 4.4.C Geometric and Spatial Sense

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6 Carmen put 6 buttons into each bowl.

Choose the number sentence that can be used to find the total number of buttons.

- ○ $6 + 7 = \blacksquare$
- ● $7 \times 6 = \blacksquare$
- ○ $6 + 6 + 6 + 6 + 6 + 6 = \blacksquare$
- ○ $7 + 7 + 7 + 7 + 7 + 7 + 7 = \blacksquare$

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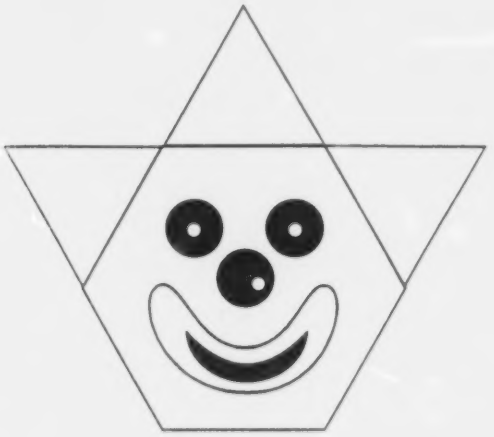
7 Kara used 1 yellow hexagon and 3 green triangles to make the clown shown below.



How many green triangles would she use to make 5 clowns?

- ○ 5
- ○ 8
- ○ 12
- ● 15

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8 Richard made a list of the ages of his cousins.

Which age is the mode on his list?

- ○ 5
- ● 9
- ○ 11
- ○ 12

MY COUSINS

Name	Age
Joshua	9
Alan	11
Sophia	11
Sayo	19
Maria	5
Dennis	8
Francis	9
Vincent	9

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CSAP Grade 5
Mathematics

9 Members of a 5th-grade class voted on their favorite outdoor activities. The results of the vote are shown in the table below. Study the table.

FAVORITE OUTDOOR ACTIVITY

Activity	Number of Votes
Baseball	𝍸 𝍸 ||||
Bike riding	𝍸 |||
Basketball	𝍸 𝍸
Soccer	||||

Part A

Use the grid on page 2 to make a **bar graph** that shows the results of the vote.

Be sure to

- title your bar graph
- label each axis
- use an appropriate scale

Use grid on page 12

grid—pattern of lines that form squares

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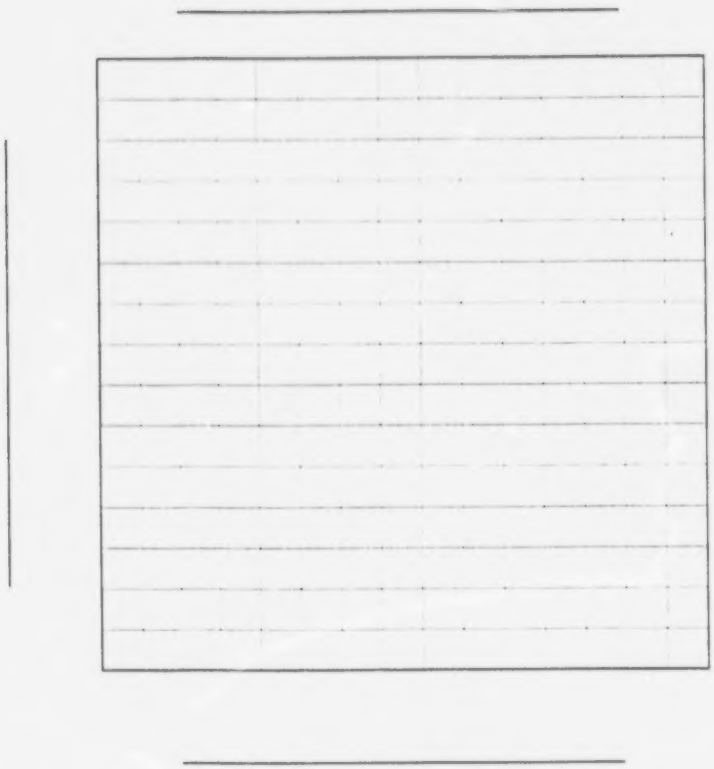
Part A, continued



Part B

On the lines below, write a question that can be answered from the information in your graph.

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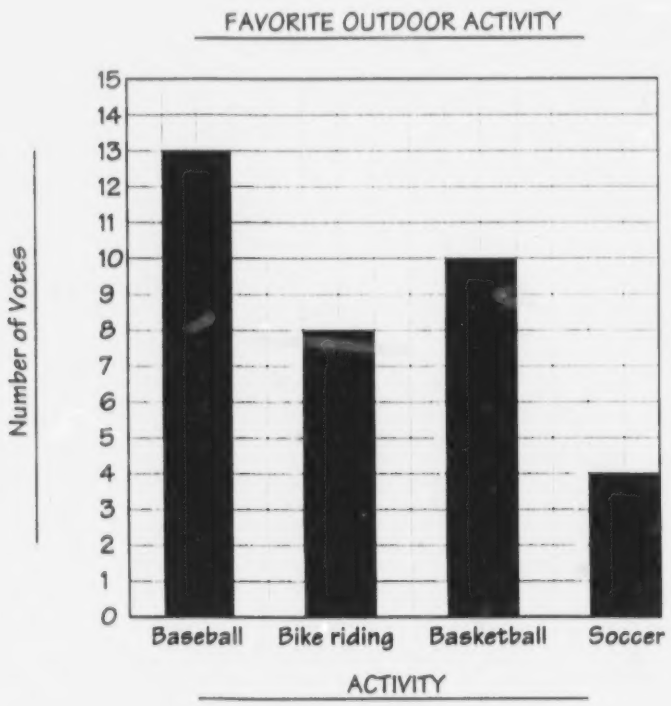
Rubric

Exemplary Response:

4 Points

Part A

- 

AND

Part B

- Student writes a question that can be answered only with information from the graph.

Score Points:

Apply 4-point holistic rubric.

Standard: 3.1.B Data Analysis, Probability, and Statistics

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10 Which of the following does **not** mean 48 ?

- ○ 10×4 and add 8
- ● 25×2 and subtract 8
- ○ 24 doubled
- ○ $12 + 12 + 12 + 12$

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11 Use your punch-out ruler to help you solve this problem.

How long is this stick?

- ○ 5 centimeters
- ○ 6 centimeters
- ● $5\frac{1}{4}$ inches
- ○ $6\frac{1}{4}$ inches

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12 Francis and Jim picked peaches.

Francis filled 5 boxes and Jim filled 3. If each box holds 27 peaches, how many more peaches did Francis pick than Jim? In the space below, show your work and write your answer on the line.

_____ more peaches

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Rubric

Exemplary Response:

2 Points

- Student response shows a complete and correct process and a correct answer of 54 more peaches.

Score Points:

Apply 2-point holistic rubric.

Standard: 6.2.C Operation and Calculation

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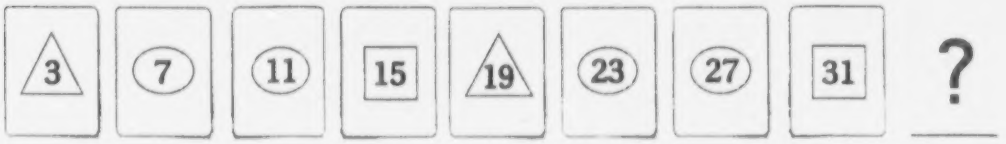
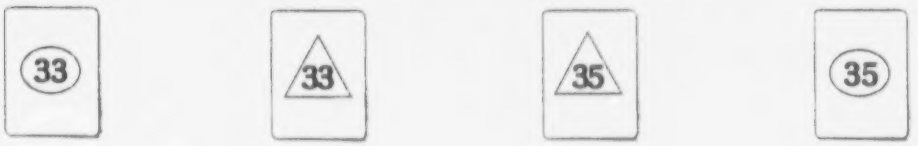
CSAP Grade 5
Mathematics

13 Look at the cards arranged in the pattern below. If the pattern continues, what will the next card be?





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arranged—put in order according to a rule

continues—keeps on going

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- ○ 203

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Released Passages, Items, and Prompts

Grade 5 Reading Comprehension

2001

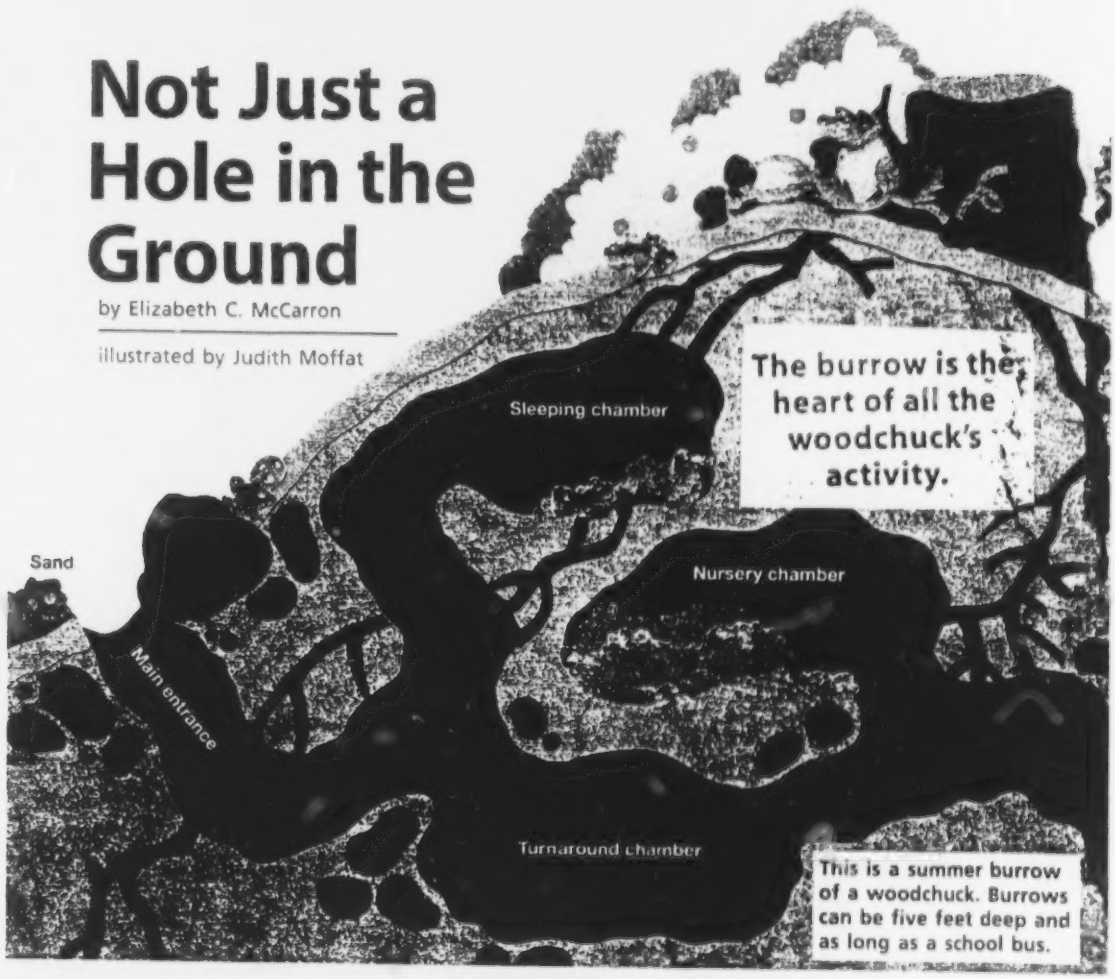
CSAP Grade 5
Reading

Directions
Read the following passage. Then do Numbers 1 through 6.

Not Just a Hole in the Ground

by Elizabeth C. McCarron

illustrated by Judith Moffat


The burrow is the heart of all the woodchuck's activity.
Sleeping chamber
Nursery chamber
Sand
Main entrance
Turnaround chamber
This is a summer burrow of a woodchuck. Burrows can be five feet deep and as long as a school bus.

The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.

A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called *chambers*. Burrows give woodchucks a

"Not Just a Hole in the Ground" by Elizabeth C. McCarron, illustrated by Judith Moffat, from *Highlights for Children* Magazine's June 2000 issue, copyright © 2000 by Highlights for Children.

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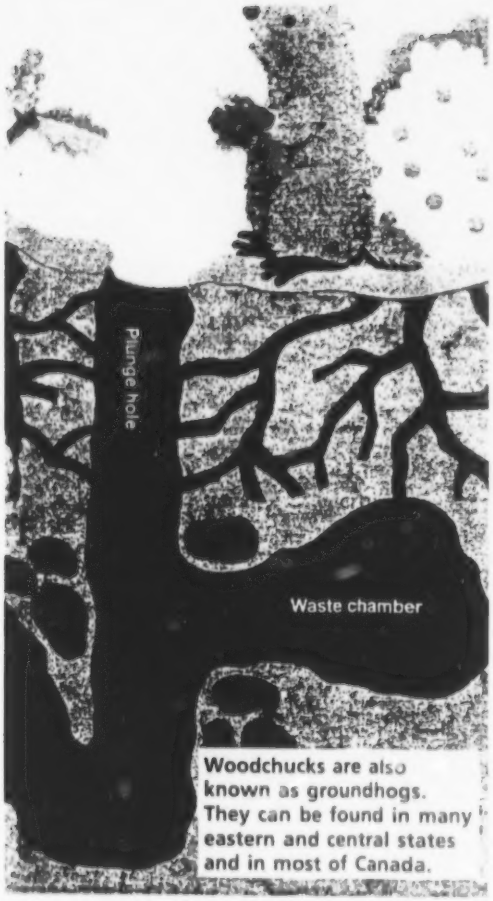

Woodchucks are also known as groundhogs. They can be found in many eastern and central states and in most of Canada.

place to sleep, raise young, and escape enemies. When a woodchuck *hibernates* (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.

A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.

Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.

For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.

The *plunge hole* is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck "disappeared" from the dog's sight!

Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turnaround chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is *active* (being used).

Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.

Now you can see that a burrow is more than just a hole in the ground. It's the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there's no place like its burrow!

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1 This article is mostly about

- ○ the animals that prey on woodchucks.
- ● the layout and uses of woodchucks' summer burrows.
- ○ the burrows in which woodchucks hibernate during the winter.
- ○ the places where woodchucks find food and shelter.

2 Another word for *woodchuck* is

- ○ skunk.
- ○ weasel.
- ○ raccoon.
- ● groundhog.

3 The main entrance of a woodchuck's burrow must be

- ● hidden from view but close to food.
- ○ dug in soft soil in a single day.
- ○ close to other woodchucks' burrows.
- ○ warm in the winter months.

4 In the sentence, "The chuck disappears from sight, and the dog is left puzzled," the word *puzzled* means

- ○ playful.
- ● confused.
- ○ alone.
- ○ stranded.

5 From what you have read, a woodchuck probably does **not** use its burrow to

- ● store food.
- ○ bury waste.
- ○ raise young.
- ○ seek safety.

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6 Look at the picture showing the inside of a woodchuck burrow. One of the chambers is labeled "Turnaround chamber." Explain why this kind of chamber is probably needed. Then give **one** example of how it might be used.

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NOT JUST A HOLE IN THE GROUND

Item 6:
Look at the picture showing the inside of a woodchuck burrow. One of the chambers is labeled "Turnaround chamber." Explain why this kind of chamber is probably needed. Then give **one** example of how it might be used.

Exemplary Response

- The woodchucks probably need a turnaround chamber because their tunnels are too small to turn around in. If a mother woodchuck started to go out toward the main entrance and heard one of her babies crying, she could back into the turnaround chamber and then go back to the nursery chamber.

Rubric

2 points possible

- 1 point for a reasonable description of how the turnaround tunnel might be used
- 1 point for presenting an example situation requiring a woodchuck to turn around

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Nonfiction

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CSAP Grade 5
Reading

Directions
Read the play "Mr. Bim's Bamboo." Then do Numbers 1 through 4.

Mr. Bim's Bamboo

by Carol Farley

---

8 ROLES: Narrator 1, Narrator 2, Mr. Bim, Friend, Man, Boy, Woman 1, Woman 2
6 minutes

NOTE: This is an original story based on elements of East Asian culture.

NARRATOR 1: Mr. Bim had a bamboo garden and a bamboo shop in a small village by a large mountain. He was old, and his face had more wrinkles than the mountain had trees. But he wore a shining white suit, and he always looked fine.

NARRATOR 2: His bamboo was fine too and his shop was filled with useful things.

BIM:
I have bamboo trays and bamboo hats,
Bamboo pots and bamboo mats.
Bamboo frames and bamboo poles,
Bamboo rugs and bamboo bowls.

Try Bim's bamboo!

NARRATOR 1: People would hurry inside and buy.

FRIEND: Mr. Bim has the best bamboo in all the world!

NARRATOR 2: . . . they told each other, smiling and nodding and bowing. This made Mr. Bim feel so good, his head nearly touched the ground as he bowed.

"Mr. Bim's Bamboo" by Carol Farley from *Stories on Stage: Scripts for Readers' Theater* by Aaron Shepard, copyright © 1989 by Carol Farley.

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NARRATOR 1: Then one morning, some people came from the other side of the mountain.

BIM:
I have the best, as you can see.
Come and buy bamboo from me!

WOMAN 1: (*sneering*) Bim's bamboo. *Foo!*

NARRATOR 2: Mr. Bim's smile disappeared as quickly as a butterfly in a windstorm.

MAN: Bamboo is old! We want *new* things, *modern* things.

WOMAN 1: In *our* city, we buy *plastic*. Bim's bamboo. *Foo!*

BIM: I've never heard of "plass-tick." Where does it grow?

MAN: Plastic doesn't grow! Plastic must be *made*.

WOMAN 1: *Nobody* wants *bamboo*. It's old and useless!

MAN: New things are always better!

NARRATOR 1: Soon all the people in the village were talking about the plastic from the other side of the mountain. *They* wanted plastic things, too. So they went to new shops.

NARRATOR 2: Mr. Bim's friend told him,

FRIEND: You must change your ways. You must become modern. Go over the mountain to the factories, and buy new things to sell in your shop.

BIM: I am old like a turtle, and my ways are like a turtle shell—they make me what I am. Anyway, I don't think old things are always useless!

NARRATOR 1: As the months and years passed, Mr. Bim stayed near his quiet shop on the empty street.

NARRATOR 2: He took care of his lovely garden, kept his white coat and trousers shining, and dusted his beautiful bamboo. But no one came to buy.

NARRATOR 1: One day, after all the people had moved away from the small village, Mr. Bim stopped dusting his bamboo.

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BIM: It's foolish. No one will ever buy it again. Just like me, it's old and useless.

NARRATOR 2: Mr. Bim closed the door of his shop and sat down. He looked at the mountains far off in the distance.

NARRATOR 1: He saw that, in the wintertime, the mountaintops were covered with glistening white snow.

NARRATOR 2: Every spring, the snow melted into sparkling waterfalls.

NARRATOR 1: During the hot summer months, the water disappeared.

NARRATOR 2: But then, in late fall and winter, the snow came back to the mountaintops, glistening white and beautiful, the same as before.

NARRATOR 1: The old became new,

NARRATOR 2: and the new became old.

BIM: I believe the mountains are trying to *tell* me something.

NARRATOR 1: Mr. Bim opened his shop door. Humming and smiling he began dusting his beautiful bamboo.

NARRATOR 2: Just then, a little boy ran into the shop.

BOY: What's this?

NARRATOR 1: He picked up a bamboo whistle and blew it.

BOY: (*whistles*) Mommy! Come listen to this beautiful whistle!

NARRATOR 2: A young woman with travel bags hurried inside.

WOMAN 2: We must hurry on with the others. You have *many* whistles. You don't need another.

BOY: But this is different!

WOMAN 2: Different? (*looks around the shop*) My goodness! None of these things are plastic! (*to Bim*) What are they made of?

BIM: (*smiling*) Bamboo!

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WOMAN 2: "Bam-boo"? I've never *heard* of it. Is it new?

BIM: No, it's old!

WOMAN 2: What factory makes it?

BIM: Bamboo grows! I have bamboo plants in my garden, and I made these bamboo things myself!

WOMAN 2: It *grows*? And you make all these beautiful things *yourself*? This is a miracle! A *miracle!*

BIM: (*bowing*) The old is not always useless. The new is not always best.

WOMAN 2: I must tell the others about these treasures! (*to others outside*) Over here! Quickly! You must see this!

NARRATOR 1: Soon Mr. Bim's shop was full of people.

MAN: Beautiful!

WOMAN 1: A miracle!

MAN: And what do you suppose? Bamboo *grows!*

NARRATOR 2: As people began buying his bamboo, Mr. Bim smiled and nodded.

BIM:
I have bamboo trays and bamboo hats,
Bamboo pots and bamboo mats.
Bamboo frames and bamboo poles,
Bamboo rugs and bamboo bowls.

Some useful things are old.
Some useful things are new.
But what can be both old and new?

ALL:
Bim's bam-boo!

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1 At the start of the play, it says that there are "8 ROLES." This means that the play

- ○ has eight different scenes.
- ○ takes eight minutes to act out.
- ○ contains eight songs.
- ● has eight acting parts.

2 Mr. Bim could best be described as

- ● traditional and wise.
- ○ lazy and unconcerned.
- ○ modern and trendy.
- ○ proud and impatient.

3 WOMAN 2 calls the things in Mr. Bim's store "treasures" because they are

- ○ useful.
- ○ low-cost.
- ● handmade.
- ○ decorative.

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4 In one part of the play, Mr. Bim says he believes the mountains are trying to tell him something.

Explain what Mr. Bim learns from the mountains.

What happens at the end of the play that illustrates what the mountains teach Mr. Bim?

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MR. BIM'S BAMBOO

Item 4:
In one part of the play, Mr. Bim says he believes the mountains are trying to tell him something. Explain what Mr. Bim learns from the mountains.

What happens at the end of the play that illustrates what the mountains teach Mr. Bim?

Exemplary Response

- Mr. Bim thinks the mountains are trying to tell him that what was old will become new.

AND

- His bamboo seems old-fashioned, so people have stopped buying it. However, after he waits a while, his bamboo is in fashion again.

Rubric

2 points possible

- 1 point for the idea that the mountains are showing an old/new cycle
- 1 point for relating the old/new cycle to the plot of the play

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction and Poetry

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CSAP Grade 5
Reading

Directions

A class is studying about mountains by reading books and using reference sources. The following questions are related to the students' research about mountains.

Study this table of contents. Then do Numbers 1 and 2.

Contents

Chapter		Page
Introduction		1
1	Kinds of Mountains	3
2	How Mountains Are Created	7
3	Important Mountains	10
4	Transportation Methods	12
5	Fun in the Mountains	18
6	Beautiful Wildflowers	28
7	Favorite Mountain Tales	40
Glossary		60
Index		66

1 Which of these would most likely contain information about the location and elevation of some famous mountains?

- ○ Chapter 2
- ● Chapter 3
- ○ Chapter 4
- ○ Chapter 7

2 Which of these sentences would most likely be found on page 30?

- ○ Travelers will ride on mountain roads that are steep and winding.
- ● Nature lovers will enjoy the colorful plant life during the spring.
- ○ Storytellers will discover interesting people living in the mountains.
- ○ Hikers should have the right equipment in order to enjoy mountain trails.

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Released Passages, Items, and Prompts

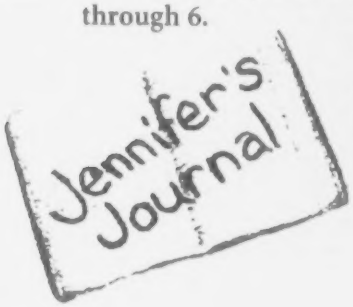
Grade 6 Reading Comprehension

2001

CSAP Grade 6
Reading

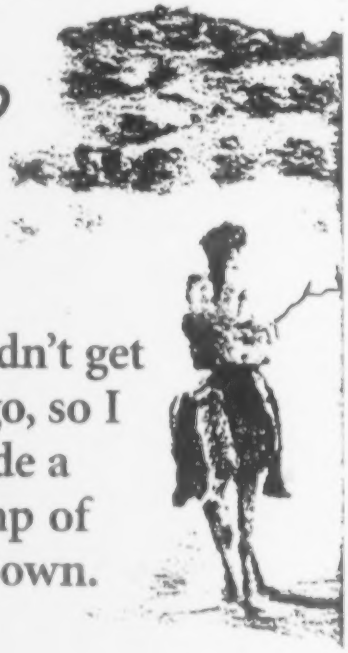
Directions

Read this story about three sisters and their summer camps. Then do Numbers 1 through 6.



Summer Camp

By Jennifer Owings Dewey



I didn't get to go, so I made a camp of my own.

My sisters, Emily and Natalie, who are twins two years older than I am, went to music camp in Colorado every summer. My little brother and I did not go. We stayed home in New Mexico.

Even as young children my sisters were gifted musicians. They went to a special camp for kids with talent like theirs. I had no such talent, so I couldn't go.

It made sense that our brother, who was still a baby, would stay home. But I still felt cheated, even though I understood about the twins' special gift for music.

My sisters made matters worse. They told stories about campfire "sings," swimming in the lake, sleeping under the stars, and packhorse trips to the mountains. Although they had to practice music every day, it seemed as if they had the most fun any two people could have.

I tried not to feel sorry for myself. I struggled to view staying home as equal to the twins' endless worldly adventures. That's how I pictured camp.

The breaking point came when I was eleven. That summer I could not bear to watch my sisters get new shorts and T-shirts, new sneakers, and notebooks with blank pages for keeping journals.

I wanted comfort, so I went to the one person who, I thought, could understand my point of view. That person was Bill, our ranch wrangler.

I left the house while my mother was busy preparing the twins for their journey. I trailed after Bill, lamenting that I was the overlooked "middle child," the kid lost in the shuffle who never got to do anything or go anywhere.

"Jennifer's Journal: Summer Camp" by Jennifer Owings Dewey from *Highlights for Children's* June 1999 issue, copyright © 1999 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.

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Bill finally turned so he could look me in the eye. No doubt he was sick of hearing me complain.

"If you're so upset about not going to camp, why don't you make your own camp right here?" he suggested. "You have everything you need. Edna and I will even be your counselors." (Edna was Bill's wife and our cook.)

These words stopped me in my tracks. Make my own camp? Could I do that?

I began to see the possibilities. Bill was right. Everything I needed was there. I had an irrigation pond to swim in, and there were horses to ride. There were hills across the river to explore. There was even the river itself!

I got together with my two best friends, Annie and Martha, and told them my plan. They eagerly agreed to "attend" my camp.

We made lists of the activities our camp would offer, setting times for

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everything. We planned each day with care, making sure the hours were packed with fun. Each of us did our chores in record time, allowing for the bulk of each day to be devoted to "camp."

My sisters had told me their camp had buildings clustered together where everyone met to do all sorts of things together. It was my idea to build tree houses in the poplars and use them as our village. We even called our camp "Camp Tree House." Being up there in the branches meant no real fires. But without close adult supervision we would not have been allowed to have one anyway.

We did not mind the absence of a campfire, though. We were too busy building our tree houses to think about what might be missing. In the evenings we sang cowboy songs, making sure music was a part of our busy camp life.

The summer sped by. I could hardly believe it when my mother came back from the bus station with the twins.

It had never crossed my mind that my sisters would be jealous when I told story after story about my homemade camp. I was describing a ride down the river on a rubber raft when both twins looked at me, their eyes wide. I had their full attention. This happened rarely, so I stopped. "What's the matter?" I asked.

"It sounds as if you had a great summer," Emily said. Almost in the same instant Natalie said, "Sounds like you had a lot of fun."

"It's true, I did," I agreed. "I'll show you our tree houses, if you want. We built three, and you can climb from one to the next to the next without touching the ground. The tree houses are the village for our camp."

The twins wanted to see the tree houses and everything else that had to do with our camp. I showed them our path in the hills where we took trail rides and the "beach" at the edge of the pond, which was our swimming hole.

I learned that I had misunderstood the way my sisters felt about camp. They loved it, of course, but they had also been homesick.

We talked to our parents, and they listened as we explained how we felt about "home camp" and "away camp." We realized that both kinds of camps had something going for them.

The next year, the twins spent half the summer in Colorado and the rest of it at home. Being left behind did not bother me that year. I knew that Emily and Natalie would be back to share Camp Tree House with me.

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1 Read this sentence from the story.

I trailed after Bill, lamenting that I was the overlooked "middle child," the kid lost in the shuffle who never got to do anything or go anywhere.

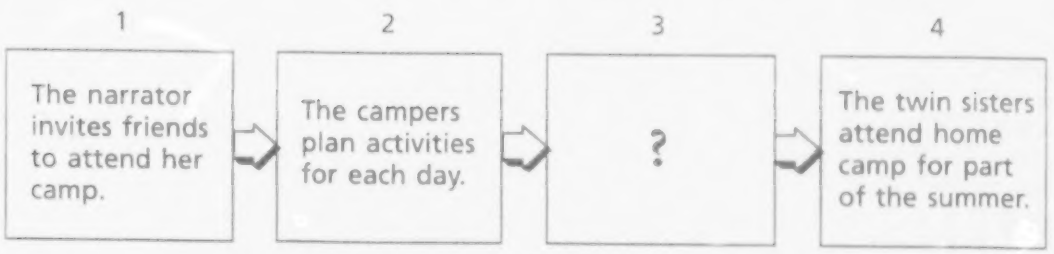
What does the word *lamenting* mean?

- ○ appreciating
- ○ confused
- ● complaining
- ○ proud

2 In this story, what is the main lesson the narrator learns?

- ○ Going away to camp often causes homesickness.
- ○ Music camps provide more activities than camps at home.
- ● Staying at home can be as much fun as going away to camp.
- ○ Camping at home is never as interesting as going away to camp.

3 The diagram shows some events from the story in the order that they happened.



Which of these events belongs in Box 3?

- ○ The mother prepares the twins for their journey.
- ○ Bill gives the narrator an idea about a home camp.
- ○ The narrator learns she will stay home in New Mexico.
- ● The campers build tree houses and ride a raft on the river.

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4 How has the narrator changed by the end of the story?

- ○ She feels sorry that her life has so few adventures.
- ○ She understands why Bill's ideas are not practical.
- ● She learns to have fun doing things that she enjoys.
- ○ She becomes more jealous when the twins go to music camp again.

5 The reason Bill offers to be a camp counselor is probably because

- ○ he and his wife have experience as camp counselors.
- ○ he is looking forward to attending camp with his wife.
- ○ he fears the narrator was so upset that she needed counseling.
- ● he wants the camp to be as much like a real camp as possible.

6 Think about how the narrator makes her camp. How does she make good use of what is around her? Give **two** examples from the story.

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CSAP Grade 6 Reading Scoring Guide

SUMMER CAMP

Item 6:
Think about how the narrator makes her camp. How does she make good use of what is around her? Give **two** examples from the story.

Exemplary Response

- She used the irrigation pond for swimming and the nearby trails for horseback riding.

Additional examples may include:

She used the trees in her yard to build tree houses.
She used the river for river rafting.
She invited her friends to join her at her camp.

Rubric

2 points possible

- 1 point for **each** valid example of what the author used in her camp

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Nonfiction

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CSAP Grade 6
Reading

Directions

Here is a passage about an owl named Wol. Read the passage. Then do Numbers 1 through 9.

Owls in the Family
by Farley Mowat

Our house in Saskatoon stood close to the river, and along the bank of the river was a regular jungle of bushes and poplar trees which made an ideal place for skunks to live. Because they didn't have any enemies in town, the riverbank skunks had become so cocky they would stroll along the sidewalk in front of our place as boldly as if they owned it.

That was before Wol came to live with us.

Cocky as ever, one of the riverbank skunks decided to take a walk down Crescent Avenue one summer evening just after Wol had learned to fly. The skunk came strutting along the sidewalk quite sure nothing in the world would dare to bother him. He ambled along, taking his own time, until he got under the overhanging branches of our poplar trees . . .

Mother and Dad and I were having dinner. The dining room windows were open because it had been such a hot day. All of a sudden there was a great swooooosh of wings—and there, on the window sill, sat Wol. Before any of us had time to move, he gave a leap and landed on the floor beside my chair. And he hadn't come empty-handed. Clutched in his talons was an enormous skunk. The skunk was dead, but that didn't help matters much because, before he died, he managed to soak himself and Wol with his own special brand of perfume.

"Hoo-hoohoohoo-HOO!" Wol said proudly.

Which probably meant: "Mind if I join you? I've brought my supper with me."

Nobody stopped to answer. We three people were already stampeding through the door of the dining room coughing and choking. Wol had to eat his dinner by himself.

It was two weeks before we could use the dining room again, and when Mother sent the rug and drapes to the cleaners, the man who owned the shop phoned her right back and wanted to know if she was trying to ruin him.

Wol didn't smell so sweet either, but he couldn't understand why he was so unpopular all of a sudden. His feelings must have been hurt by the way everybody kept trying to avoid him. After two or three days, when even I wouldn't go near him, or let him come near me, he became very unhappy. Then an idea must have come into his funny head. He must have decided we were mad at him because he hadn't shared his skunk with us! So one day he went down to the riverbank and caught a second skunk, and brought it home for us.

Excerpt from *Owls in the Family* by Farley Mowat, copyright © 1961 by Farley Mowat. Used by permission of Little, Brown and Company.

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By this time he was so soaked in skunk oil that you could smell him a block away. Some of our neighbors complained about it, and so finally my father had to give Wol a bath in about a gallon of tomato juice. Tomato juice is the only thing that will wash away the smell of skunk.

Poor Wol! By the time Dad was through with him he looked like a rag mop that had been dipped in ketchup. But he got the idea, and he never again brought his skunks home to us.

---

1 When Wol moves in, the skunks have to

- ● be careful on their walks.
- ○ find a new place for food.
- ○ move away from the river.
- ○ learn how to live with owls.

2 In this story, what does Wol probably learn?

- ○ Owls should avoid skunks.
- ○ People do not like owls.
- ○ Owls should avoid people.
- ● People do not like skunks.

3 What did the family do right after Wol came home with the first skunk?

- ○ They gave Wol a bath.
- ○ They opened the windows.
- ● They ran out of the room.
- ○ They phoned the cleaners.

4 Why was Wol unhappy after he brought the first skunk home?

- ○ He had to share his dinner.
- ● Everyone stayed away from him.
- ○ He had to have a bath in tomato juice.
- ○ The neighbors complained about him.

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5 The author says that, after his bath, Wol "looked like a rag mop that had been dipped in ketchup." This description is an example of

- ● simile.
- ○ alliteration.
- ○ foreshadowing.
- ○ personification.

6 What will Wol probably do the next time he catches a skunk?

- ○ take it to a neighbor's house
- ○ bring it to the family
- ● eat it by himself
- ○ soak it in tomato juice

7 According to the information in the passage, which of these statements is true?

- ○ A skunk's smell lasts three days.
- ○ Owls and skunks are popular pets.
- ○ Skunk oil is used to make special perfume.
- ● Owls and skunks are enemies.

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8 There are several clues in the passage about how Wol felt about the events that happened. Look at the chart below that shows, in order, several events from the passage. Complete the chart with how Wol feels or thinks about each of these events and add a detail from the passage that supports your description of how Wol feels or thinks about the event.

Event	How Wol Feels or Thinks	Detail From Passage
Wol brings the skunk to the house		
Family runs out coughing		
Wol catches another skunk		
Wol is bathed in tomato juice		

9 Each time Wol brought a skunk home, he caused a problem for the family. Complete the chart by identifying **one** problem and telling what the family members did to solve it.

Problem	Solution

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OWLS IN THE FAMILY

Item 8:
There are several clues in the passage about how Wol felt about the events that happened. Look at the chart below that shows, in order, several events from the passage. Complete the chart with how Wol feels or thinks about each of these events and add a detail from the passage that supports your description of how Wol feels or thinks about the event.

Exemplary Response

Event	How Wol Feels or Thinks	Detail from Passage
Wol brings the skunk to the house	*proud* (or *pleased*)	*hoots proudly*
Family runs out coughing	*hurt* (or *insulted*)	*"His feelings must have been hurt by the way everybody kept trying to avoid him."*
Wol catches another skunk	*wants to share* (or *thinks people are mad at him*)	*must have decided we were mad at him for not sharing*
Wol is bathed in tomato juice	*learns not to bring skunks home* (or *not to catch skunks*)	*He got the idea, and he never again brought his skunks home to us.*

Rubric

4 points possible

- 1 point for **each** correct pairing of "Feels/Thinks" and "Support" information for each event in the chart

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction

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OWLS IN THE FAMILY

Item 9:
Each time Wol brought a skunk home, he caused a problem for the family. Complete the chart by identifying **one** problem and telling what the family members did to solve it.

Exemplary Response

Problem	Solution
After Wol brought the skunk home, the smell of the skunk was all over the house and Wol.	*Mother sent the rugs and drapes to the cleaners* (or *Dad gave Wol a bath in tomato juice*).

Rubric

2 points possible

- 1 point for identifying a problem
- 1 point for telling what the family members did to solve it

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction

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Released Passages, Items, and Prompts

Grade 7 Reading and Writing Comprehension

2001

CSAP Grade 7
Reading

Directions

Here is a passage containing directions for a simple experiment. Read the passage. Then do Numbers 1 through 4.

Colors for felt-tip markers are often made of several colors put together. Yellow and blue are mixed to make a green marker. To make an orange marker, yellow and red are combined. You can do a simple experiment to see what colors are combined in some markers.

First take some felt-tip markers and make a big dot with each marker on a sheet of good quality, white paper towel. Leave lots of room around each mark.

Then take a glass of water and dip your finger into it. Sprinkle a few drops of water on each colored dot, and watch what happens.

The colors will spread out. If some of the markers you used were made with blended colors, two or three colors will spread out around their dots. These colors will tell you what colors were blended to make that marker.

1 According to the passage, what is the first thing you do in the experiment?

- ○ sprinkle water on paper
- ○ watch the colors separate
- ○ draw green on top of yellow
- ● make colored marks on a paper towel

2 You need to leave lots of room around each dot so that

- ○ water won't soak the paper.
- ○ there will be room to draw pictures.
- ● colors from different dots won't run into each other.
- ○ the dots will make a more interesting pattern on the paper.

3 In the experiment, what makes the colors spread out on the paper?

- ○ heat
- ● water
- ○ a brush
- ○ a roller

4 What would probably happen to an orange dot in this experiment?

- ○ It would stay the same.
- ○ It would fade into white.
- ○ It would turn into yellow and green circles.
- ● It would have red and yellow rings around it.

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CSAP Grade 7
Reading

Directions

Read this article about Sojourner Truth by Barbara Bloom. Then do Numbers 5 through 10.

Sojourner Truth:
"Ain't I a Woman?"

by Barbara Bloom

On 29 May 1851, an excited crowd in Akron, Ohio, jammed the stone church from the back doors to the pulpit steps. Among the many people were Methodist, Baptist, and Universalist ministers.

At the front of the church clustered the female organizers of this women's rights convention. Mrs. Frances Dana Gage, a strong supporter of women's rights and suffrage, was president.

Mrs. Gage called for order, and the room began to quiet down. Then, through the back door, stately as a queen, strode a tall, thin black woman in a simple gray dress. She wore a white turban twisted around her head and a faded sunbonnet on top of the turban. She walked forward with grace and dignity, even though some of the people in the church shouted that she didn't belong there. She sat quietly on the steps of the pulpit. Mrs. Gage again called for order. The meeting began with a discussion of the laws that denied women their freedom. After two hours of heated argument, Mrs. Gage announced a recess.

"Sojourner Truth: Ain't I a Woman?" copyright © 1988 by Barbara Bloom, reprinted by permission. Photographs reprinted by permission of Schomburg Center for Research in Black Culture/New York Public Library, and the Ohio Historical Society, Columbus, Ohio.

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Several anxious ladies surrounded Mrs. Gage. Watching the black woman disappear through the back door, one woman pleaded, "Don't let her speak, Mrs. Gage. It will ruin us."

"Every newspaper in the land will have our cause mixed up with abolition and Negroes, and we shall be utterly denounced," declared another.

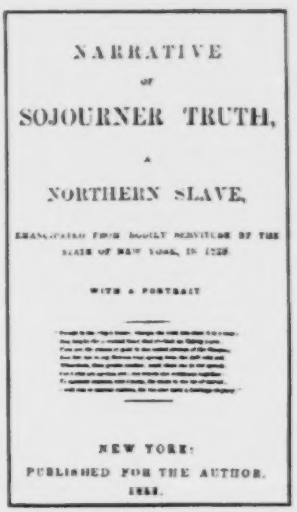
But Mrs. Gage answered, "We shall see when the time comes."

Outside, unaware of the concern she was causing, the black woman was busy selling her autobiography, *Narrative of Sojourner Truth.* Sojourner had been born a slave in Kingston, New York, and given the name of Isabella. When New York freed its slaves in 1828, Isabella set out for New York City to find work as a servant. There she discovered the abolitionists. She joined their cause, chose her own name—Sojourner Truth—and then toured New England and the Midwest speaking against slavery. She often faced unruly crowds. She was clubbed and mobbed and frequently interrupted by those favoring slavery. When she heard about women's rights, she began speaking of equality for women of any color. Now she had come to the women's convention.

Soon the afternoon session resumed, and Sojourner returned to her seat on the pulpit stairs. By late in the day many of the hecklers had grown noisier. Ministers who had come to discourage the women from passing resolutions began to build their case against women's equality. One after another they stood up to give their arguments. One clergyman pointed out, "Men should have superior rights and privileges because men have superior intellect."

Then another minister rose and cleared his throat. "If God had desired the equality of women," he said, "He would have sent a woman instead of Christ. You women are making an error asking for rights. You have many weaknesses. The Bible says a woman should be a man's helper, not his equal."

"Women are the weaker sex," another minister preached. "Their delicate nature does not suit them for the cares and responsibilities of the


NARRATIVE
OF
SOJOURNER TRUTH,
A
NORTHERN SLAVE,
EMANCIPATED FROM BODILY SERVITUDE BY THE STATE OF NEW YORK, IN 1828.
WITH A PORTRAIT
NEW YORK:
PUBLISHED FOR THE AUTHOR.
1850.

The title page of Sojourner Truth's autobiography, first published in 1850.

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world outside their homes. Once in the world they need the strength of a man to help them through the streets and into carriages. A female's sphere must always remain the home where she can be cared for like a fragile flower."

Loud whistles of approval echoed from the balcony as the man sat down. Several men applauded. Even a few of the women joined in.

Sojourner got up and walked toward the platform. Hissing rose from the balcony and the back of the church, but Sojourner stepped steadily toward the pulpit, removing her sunbonnet as she went.

"Don't let her speak," a woman begged Mrs. Gage.

Once on the platform, Sojourner laid her bonnet at her feet and turned to Mrs. Gage. "Sojourner Truth," Mrs. Gage introduced her. To the audience she announced, "Please keep silent and let her speak."

The crowd hushed. Sojourner held her head high as her dark eyes searched the room. Finding the clergyman who had just spoken, she said, "That man over there says women need to be helped into carriages and lifted over ditches and to have the best place everywhere. Nobody ever helps me into carriages or over puddles or gives me any best place." Then, her voice rising like a roll of distant thunder, she asked, "And ain't I a woman?"

No one stirred in the hall. "Look at me. Look at my arm." Lifting her right arm, Sojourner drew back her sleeve, showing her powerful muscles. "I have plowed and planted and gathered into barns, and no man could head me." She paused a minute. Every eye was fixed on her as she lifted her head proudly and looked straight before her. "And ain't I a woman?

"I could work as much and eat as much as a man—when I could get it—and bear the lash as well. And ain't I a woman?

"I have borne thirteen children and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me." Her voice grew in strength as she spoke. Again she paused, asking, "And ain't I a woman?" So quiet was the room as Sojourner stood before the crowd, it was as if no one dared to breathe.

Picture postcard ("the shadow") sold by Sojourner Truth to support her cause ("the substance")

Frances Dana Gage

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"Then that little man in black says women can't have as many rights as men because Christ wasn't a woman. Where did your Christ come from?" Sojourner held out both arms and peered into the crowd. Raising her voice to answer she cried, "From God and a woman!"

"Yes!" cried someone near the front.

"True!" voices reverberated across the church.

"If the first woman God ever made was strong enough to turn the world upside down all alone, these women together," Sojourner said, sweeping her arm toward the women on the platform behind her, "ought to be able to turn it back and set it right-side up again. And now they are asking to do it, the men better let them."

Cheers and applause erupted from the crowd. So loud was the approval that her last words could hardly be heard. "Pleased to you for hearing me, and now old Sojourner has got nothing more to say."

Sojourner turned and picked up her worn sunbonnet. But even before she had reached her seat, women had rushed up to congratulate her and to shake her hand. Others stayed on their benches clapping and waving their handkerchiefs. Those men determined to defeat the women's ideals had lost their grip on the convention.

In later years Mrs. Gage recalled how Sojourner "had taken us up in her strong arms and carried us safely over the slough of difficulty turning the whole tide in our favor." And for many years after that day, Sojourner tramped the hills and plains of the Midwest and East lecturing for abolition and for women's rights. After the slaves won their freedom, she spoke for women's suffrage. Her earnest talk captured the hearts of many, and her audiences grew in size as her reputation spread.

When she got too old to walk from town to town preaching, she settled in Battle Creek, Michigan, in a house near one of her daughters. From then until she died in 1883, hundreds of admirers came to Michigan every year to visit Sojourner—the seeker of truth.

---

5 Read these two sentences from the article.

"Yes!" cried someone near the front.

"True!" voices reverberated across the church.

What does the word *reverberated* mean?

- ● echoed
- ○ heckled
- ○ laughed
- ○ whispered

6 Read these sentences from the article.

She often faced unruly crowds. She was clubbed and mobbed and frequently interrupted by those favoring slavery.

What does the word *unruly* mean?

- ○ understanding
- ○ undemanding
- ○ uneducated
- ● unrestrained

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7 List **four** important facts about Sojourner Truth that you read in the article.

1) _____

2) _____

3) _____

4) _____

8 Below are two examples of figurative language that the author uses to describe Sojourner Truth. Explain how each comparison helps the reader to understand Sojourner Truth.

Figurative Language	Explanation
"stately as a queen"	_____ _____ _____ _____ _____
"her voice rising like a roll of distant thunder"	_____ _____ _____ _____ _____

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9 Write a summary of Sojourner Truth's speech.

You do not have to use all the lines. Just write on as many as you need.

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10 Imagine that the woman below was in the audience at the women's rights convention. In the first thought bubble, write what she might have been thinking **before** Sojourner Truth's speech. In the second thought bubble, indicate how her thoughts might have changed **after** the speech. Use details and information from the article.

Thoughts before
Sojourner Truth's speech

Thoughts after
Sojourner Truth's speech

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SOJOURNER TRUTH: AIN'T I A WOMAN?

Item 7:
List **four** important facts about Sojourner Truth that you read in the article.

Exemplary Response

- She was a tall, thin black woman. (or anything text-based about her physical appearance)
- She was stately as a queen.
- She had grace and dignity.
- She worked for the abolition of slavery.
- She worked for women's suffrage/right to vote.
- She aroused controversy.
- She wrote an autobiography.
- She had been a slave.
- Her slave name was Isabella.
- She was clubbed and mobbed.
- She was a powerful speaker/eloquent/moving.
- She had a voice like thunder.
- She had worked hard/plowed/planted.
- She had been lashed/beaten as a slave.
- She had borne 13 children.
- Most of her children had been sold.
- She traveled all over the Midwest and East, lecturing for abolition and women's rights.
- She settled in Battle Creek, Michigan.
- She died in 1883.
- Any other text-based fact.

Rubric

4 points	Four facts from the article
3 points	Three facts from the article
2 points	Two facts from the article
1 point	One fact from the article
0 points	Other

Standard 5: Students read to locate, select, and make use of relevant information from a variety of sources.

Subcontent Area: Nonfiction

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SOJOURNER TRUTH: AIN'T I A WOMAN?

Item 8:
Below are two examples of figurative language that the author uses to describe Sojourner Truth. Explain how each comparison helps the reader to understand Sojourner Truth.

"stately as a queen"
"her voice rising like a roll of distant thunder"

Exemplary Response

"stately as a queen"
Explanation: This shows that Sojourner was tall, regal, possessed authority and dignity.

"her voice rising like a roll of distant thunder"
Explanation: This shows the power and rhythms of her voice; her voice is compared to a powerful force of nature; can be heard over the noise of the crowd; gets people's attention.

Rubric

2 points	Both examples explained in terms of their description of Sojourner Truth
1 point	Any one example explained in terms of its description of Sojourner Truth
0 points	Other

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Nonfiction

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CSAP Grade 7 Reading Scoring Guide

SOJOURNER TRUTH: AIN'T I A WOMAN?

Item 9:
Write a summary of Sojourner Truth's speech.
You do not have to use all the lines. Just write on as many as you need.

Exemplary Response

She addresses each of the comments made by previous speakers and refutes them with examples from her own life, followed by the refrain "Ain't I a Woman?"

One man said that women need to be helped and lifted and to have the best place.

- No one ever helped or lifted me or gave me the best place.
- Look at my arm—I've plowed, planted, gathered into barns.
- I've worked as much, eaten as much as a man.
- I've borne the lash.
- I've borne 13 children and seen them sold into slavery.

Another man said that women can't have as many rights as men because Christ wasn't a woman.

- Christ came from God and a woman.
- The first woman turned the world upside down; these women ought to be able to turn it right-side up.

She ends by thanking people for listening to her.

Rubric

4 points	A summary of her speech that includes how she fully addressed the points of the previous two speakers and uses, refers to, or implies the refrain
3 points	A summary of her speech that includes how she fully addressed the points of one of the previous two speakers (and may or may not partially address the points of the other speaker) and uses, refers to, or implies the refrain
2 points	A partial summary of her speech that includes how she addressed the points of at least one of the speakers but does not mention nor imply the refrain
1 point	A brief summary of her speech
0 points	Other; a list of quotations from the speech

Note: The summary does not need to include all bulleted details to receive a 4 or 3.

Standard 1: Students read and understand a variety of materials.

Subcontent Area: Nonfiction

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CSAP Grade 7 Reading Scoring Guide

SOJOURNER TRUTH: AIN'T I A WOMAN?

Item 10:
Imagine that the woman below was in the audience at the women's rights convention. In the first thought bubble, write what she might have been thinking **before** Sojourner Truth's speech. In the second thought bubble, indicate how her thoughts might have changed **after** the speech. Use details and information from the article.

Exemplary Response

Thoughts before Sojourner Truth's speech

- anxious about Sojourner Truth's speaking
- concerned that the cause of women's suffrage will get confused with/hurt by association with abolition
- either angry at or supporting the ministers who spoke against women's suffrage
- does/doesn't want Sojourner Truth to speak

Thoughts after Sojourner Truth's speech

- moved by the speech
- moved by her stories of slavery/losing her children
- aware of the hard life she and all slaves had
- impressed by the power of her speech
- aroused by her call to empower women
- reminded that Christ was born of woman
- reminded that women can change the world

Rubric

4 points	In each thought bubble, multiple ideas or one idea developed and expanded: the change in (or confirmation of) the woman's thinking is clearly expressed, using text-based information.
3 points	In each thought bubble, one idea is indicated but not developed or expanded: the change in (or confirmation of) the woman's thinking is clearly expressed, using text-based information.
2 points	In one thought bubble, multiple ideas or one idea developed and expanded. In the other, an idea is indicated but not developed or expanded; there is evidence of change in (or confirmation of) the woman's thinking, using text-based information, but it is not explicitly or clearly expressed.
1 point	In one thought bubble, multiple ideas or one idea developed and expanded. In the other, there is no idea or an incorrect one. There is no evidence of change in (or confirmation of) the woman's thinking.
0 points	Other

Standard 4: Students can apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Nonfiction

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CSAP Grade 7
Writing

1

Your principal is considering banning junk food and soda from the vending machines at school. The vending machines would contain only healthy snacks, like fruit and juices. About half of the students in your class think this is a good idea. The other half is opposed to the idea. Which idea do you support? Write a letter to persuade the school board to accept your position. Give reasons that support your position.

(You will not be scored on using correct letter format.)

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CSAP Grade 7
Writing

Directions

For Number 1, choose the underlined word that is a noun in the sentence.

1 The stadium's new orange benches haven't been used yet.

○ ○ ○ ●

Directions

For Number 2, choose the underlined word that is an adjective in the sentence.

2 Last summer Marianne went to science camp in Indiana.

○ ○ ● ○

Directions

For Number 3, choose the underlined word that is a verb in the sentence.

3 To the students, the final bell sounds best on Friday afternoons.

○ ○ ● ○

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Directions

For Numbers 1 through 3, choose the sentence that is complete and that is written correctly.

1

- ○ When we play baseball, he slides the most best.
- ○ Bianca ran the most fastest of all the players.
- ● Of all the children, Terry played outside the longest.
- ○ Of the three girls, she always plays the most careful.

2

- ○ Gavin talks more rapider than his brothers.
- ● Sara's hair grows more quickly than mine does.
- ○ I see more clear with my glasses than without them.
- ○ Can you hear more better with your right ear or your left one?

3

- ○ Red and brown clay on his hands.
- ● He is making animals out of clay.
- ○ He adds water the clay becomes soft.
- ○ Making many different things from clay.

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CSAP Grade 7
Writing

Directions

For Numbers 1 through 4, read the paragraph. For each numbered blank, there is a list of words with the same number. Choose the word from each list that best completes the meaning of the paragraph.

Hurricanes! These powerful, whirling storms affect modern Americans just as they have affected people for ages. Most of the hurricanes that occur in the United States **(1)** in the Atlantic Ocean, the Carribbean Sea, or the Gulf of Mexico. Sometimes measuring several hundred miles in diameter, a hurricane's **(2)** winds and flood-producing rains are deadly forces that cannot be stopped. But the strength and location of hurricanes can now be **(3)** by forecasters. Hurricane warnings today enable people to take **(4)** actions to provide for their safety.

1
- ○ migrate
- ○ collide
- ○ flounder
- ● originate

2
- ○ tranquil
- ○ effective
- ● merciless
- ○ sufficient

3
- ○ converted
- ● calculated
- ○ duplicated
- ○ maneuvered

4
- ○ righteous
- ○ miraculous
- ○ intriguing
- ● appropriate

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CSAP Grade 7

Writing

Directions

Do Number 1.

1 If you could add a class or course to your school, state what it would be and **explain** why you would like this class or course added.

You do not have to use all the lines. Just write on as many as you need.

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Released Passages, Items, and Prompts

Grade 8 Reading Comprehension

2001

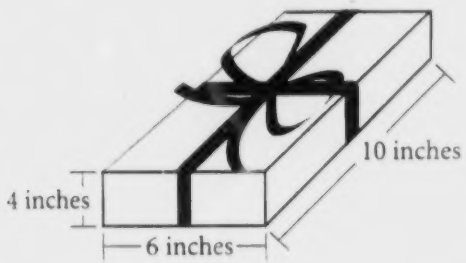
Released Items

Grade 8 Mathematics

2001

CSAP Grade 8
Mathematics

1 Jeff wants to wrap ribbon around a package, as shown below. He also needs 10 more inches of ribbon to tie a bow.



How much ribbon does he need to wrap the package and to tie the bow?

- ○ 34 inches
- ○ 48 inches
- ○ 50 inches
- ● 58 inches

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CSAP Grade 8
Mathematics

2 Alice is looking at a map to see how far it is from her home to the state fair in Pueblo. The scale on the map is 1 inch = 125 miles. The distance between her home and the state fair is $1\frac{1}{2}$ inches on the map.

What is the actual distance between Alice's home and the state fair?

- ○ $83\frac{1}{2}$ miles
- ○ $175\frac{1}{2}$ miles
- ● $187\frac{1}{2}$ miles
- ○ 250 miles

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3 Maria and her friends are playing a game. Each person begins with 2 points and the winner of each round gets 4 points. Maria ends the game with 26 points. How many rounds did she win?

- ● 6
- ○ 7
- ○ 12
- ○ 24

round—a period of play in a sport or contest

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CSAP Grade 8
Mathematics

4 Sarah and Tom belong to a soccer league that has 8 teams. Each team will play all of the other teams twice. How many games will be played in all?

- ○ 16
- ○ 28
- ● 56
- ○ 64

soccer—kind of football game played with a round ball

league—group of teams

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5 Kim is making pizza for the school carnival. If the radius of the pizza is doubled, how will the area change?

- ○ The area will remain the same.
- ○ The area will be two times as large.
- ○ The area will be three times as large.
- ● The area will be four times as large.

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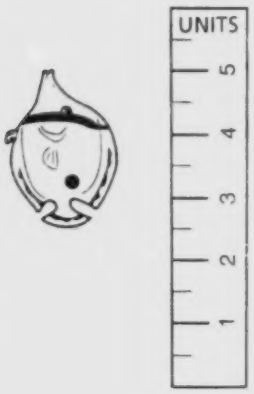
6 Study the drawing below.



Which of the following is closest to the length of the fish shown?

- ● $2\frac{1}{2}$ units
- ○ 3 units
- ○ $3\frac{1}{2}$ units
- ○ 5 units

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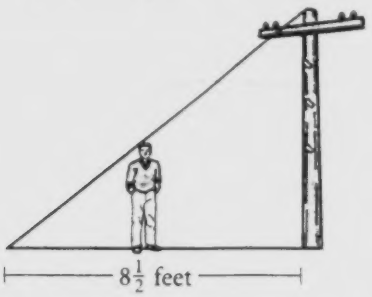
CSAP Grade 8
Mathematics

7 Lloyd is standing near a telephone pole as shown in the figure below. When his head touches the support wire, he is $2\frac{1}{2}$ feet from where the wire meets the ground. If Lloyd is 5 feet tall, how tall is the telephone pole?



- ○ 15 feet
- ● 17 feet
- ○ 20 feet
- ○ 80 feet

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CSAP Grade 8
Mathematics

8 Elaine is shopping for new office supplies. She has made a list of the items she will purchase.

Computer paper	**$29.25**
Hole punch	**$10.99**
Calculator	**$89.99**
Folders	**$14.49**

Estimate how much Elaine will spend. In the space below, explain or show your work and write your answer on the line.

Estimate $ _____

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Rubric

Exemplary Response:

- Estimate $144

AND

- If the cost of an item ended in 50–99 cents, I rounded up to the nearest whole dollar amount. If the cost of an item ended in 0–49 cents, I rounded down to the nearest whole dollar amount.

Computer paper	$29.25 =	**$29.00**
Hole punch	$10.99 =	**$11.00**
Calculator	$89.99 =	**$90.00**
Folders	$14.49 =	**$14.00**

Then I added $29 + $11 + $90 + $14 = $144

OR

- Other valid response

Score Points:

Apply 2-point holistic rubric.

Standard: 6.4 Operation/Calculation

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9 Each month, Jean's phone company charges her $10.00 for the first 30 minutes of phone calls and $0.25 for each additional minute.

Part A Use the information above to help you complete this table.

JEAN'S CALLS

Number of Minutes	30	35	40	45	50	55
Total Bill						

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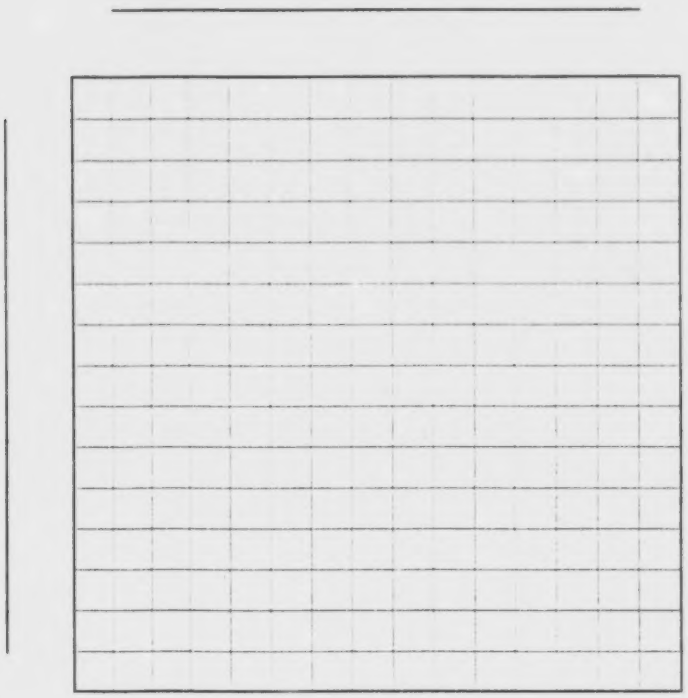
Part B On the grid below, construct a graph showing the cost of Jean's phone calls.

Be sure to

- title your graph
- label each axis



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Part C What is Jean's phone bill if she uses her phone for 100 minutes? In the space below, explain or show how you found your answer and write your answer on the line.

$ _____

Part D In the space below, write a rule or equation showing how Jean can find her total bill each month.

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Rubric

Exemplary Response:

Part A

•

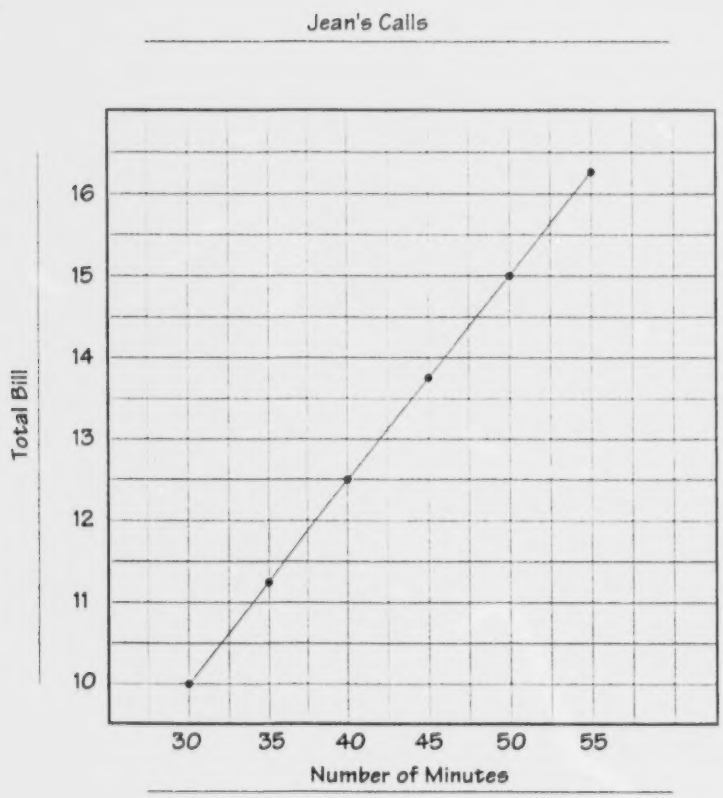
JEAN'S CALLS

Number of Minutes	30	35	40	45	50	55
Total Bill	$10.00	$11.25	$12.50	$13.75	$15.00	$16.25

AND

Part B

•



OR

- Other valid graph.

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AND

Part C

- $27.50

AND

- 100 minutes − 30 minutes = 70 minutes
  $70 \times \$0.25 = \$17.50$
  $\$17.50 + \$10.00 = \$27.50$

OR

- Other valid process.

AND

Part D

- K = total number of minutes
  T = total bill
  $T = 10 + (K - 30)(0.25)$

OR

- Other valid explanation.

Score Points:

Apply 4-point holistic rubric.

Standard: 2.1 Patterns, Functions, and Algebra

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10 Which of the following figures has 20% of the boxes shaded?

○

●

○

○

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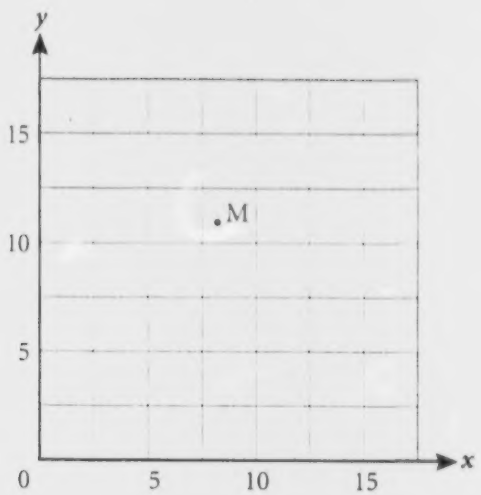
11 Study the graph below.



Which coordinates are most likely Point M?

- ● (8, 11)
- ○ (8, 8)
- ○ (11, 8)
- ○ (11, 11)

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12 Keith uses this formula to calculate the monthly profit of his bicycle store.

$$P = 400n - 7{,}200$$

In the formula, P is the monthly profit and n is the number of bicycles sold in a month. How many bicycles must he sell to make a profit of exactly $2,000 in a month?

- ○ 13 bicycles
- ○ 17 bicycles
- ● 23 bicycles
- ○ 25 bicycles

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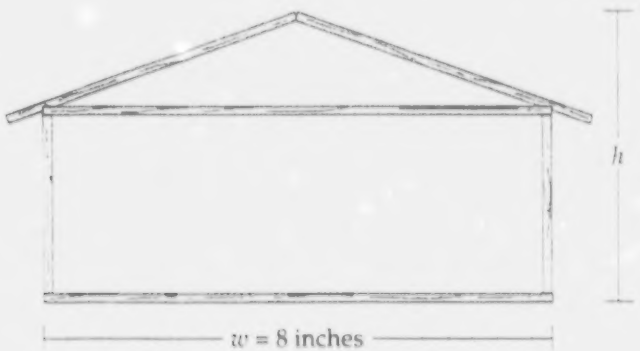
13 Derek made a model of his family home out of wooden sticks.



His home is 40 feet wide and $22\frac{1}{2}$ feet high. What is the height of Derek's model?

- ○ 4 inches
- ● $4\frac{1}{2}$ inches
- ○ 11 inches
- ○ $14\frac{1}{2}$ inches

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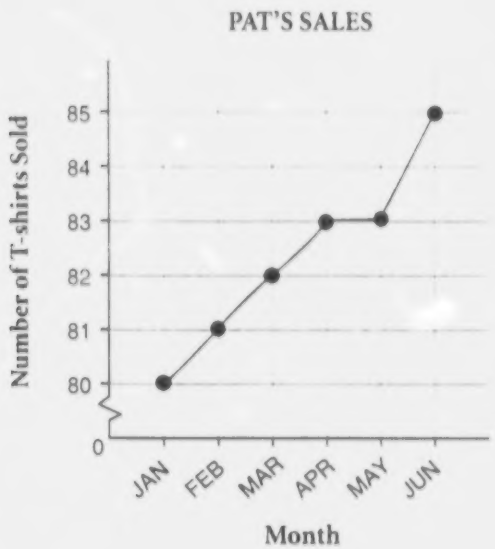
14 Pat was planning to ask her boss for a raise. She made the graph below to show her boss the increase in her T-shirt sales.



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Her boss said that the graph was misleading and that Pat's sales did not improve very much. On the lines below, explain how the graph is misleading.

misleading—giving the wrong idea

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Rubric

Exemplary Response:

- The graph starts at 80, which makes the number of sales look as if they have increased a lot from January to June. Pat's sales went up only a little.
  (85 – 80 = 5)

OR

- Other valid explanation.

Score Points:

Apply 2-point holistic rubric.

Standard: 3.3 Data Analysis, Statistics, and Probability

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Released Items

Grade 8 Science

2001

CSAP Grade 8

Science

1 Several members of Tyrone's family have problems with heart disease. To avoid developing heart problems, Tyrone should probably do all of the following **except**

- ○ get plenty of cardiovascular exercise.
- ○ restrict intake of fats and sugar.
- ● avoid contact with family members.
- ○ find ways to reduce stress.

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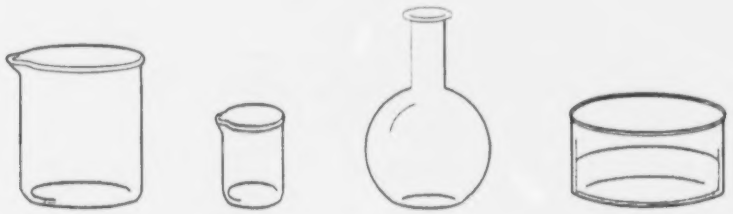
EVAPORATION INVESTIGATION

Students in an Earth science class were studying the water cycle. Groups of students decided to design experiments to learn more about the process of evaporation.

One group of students was given four different containers by the teacher. The containers are shown below.



The students poured 100 milliliters of water at 20 °C into each container. The containers were then placed side by side on a table near the window for 24 hours. The next day the students used a graduated cylinder to measure the amount of water left in each container.

2 Write **one** question the students were probably trying to answer in their investigation.

3 Explain why the students placed the containers side by side instead of placing each container in a different room.

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A second group of students decided to see if different liquids evaporate at the same rate. The students decided to test three liquids: fresh water, salt water, and rubbing alcohol. The students poured 50 mL of each liquid into a separate beaker at room temperature, and the beakers were placed next to one another on a shelf.

After two days, the students used a graduated cylinder to measure the amount of liquid remaining in each beaker. The table below shows the results from their experiment.

Type of Liquid	Amount of Liquid After Two Days
Fresh Water	35.3 mL
Salt Water	38.6 mL
Rubbing Alcohol	22.7 mL

4 Before the experiment, the students made the hypothesis that salt water would evaporate faster than the other liquids. Do the results of their experiment support their hypothesis? Explain your answer.

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The last group of students wanted to investigate the effect of temperature on the evaporation rate of water. To do this, the students obtained twelve beakers from their teacher and poured 100 milliliters of water at room temperature into each beaker. The beakers were then divided into four groups of three. Each group of beakers was placed on a separate hot plate, and the water temperatures were maintained at 30 °C, 45 °C, 60 °C, and 75 °C respectively. After four hours, the students measured the amount of water remaining in each beaker and calculated the amount of water that had evaporated.

5 Write a possible hypothesis for the students' experiment.

_____

_____

6 Explain why the students used three beakers of water at each temperature rather than just one beaker.

_____

_____

_____

_____

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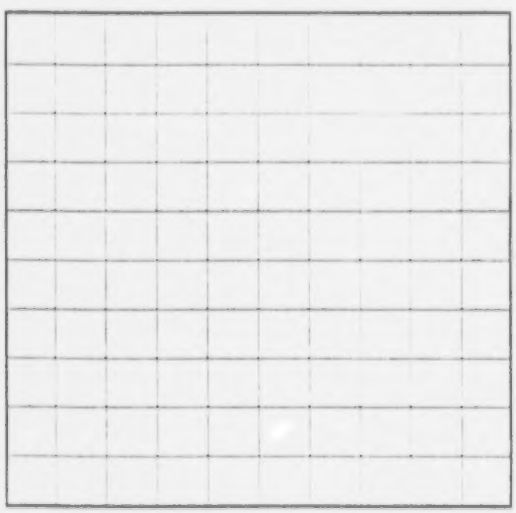
The table below shows the results of this experiment.

EVAPORATION

Temperature (°C)	Amount of Water Evaporated (mL)			Average Amount of Water Evaporated (mL)
30	1.8	2.1	2.1	2.0
45	6.3	5.6	6.1	6.0
60	11.5	11.0	10.5	11.0
75	21.1	21.2	19.7	21.0

7. Using the grid below, construct a **line graph** showing the relationship between the temperatures of the water and the average amount of water that evaporated. **Be sure to title your graph, label each axis, and indicate the appropriate units for each axis.**



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8 Using the data table or your graph, predict the amount of water that would evaporate after 4 hours if 100 mL of water were kept at 90 °C. Explain your answer.

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Item 2

Rubric

Key Element:

---

one of the following:

- Does container size have any effect on evaporation rate?
- Does container shape have any effect on evaporation rate?
- In what type/kind of container will water evaporate fastest?
- Any question that relates containers' shape or size to evaporation rate.

Score Points:

1 point	one key element
0 points	other

Standard: 1.3 Asking questions and stating hypotheses that lead to different types of scientific investigations.

Item 3

Rubric

Key Element:

---

one of the following:

- The containers are placed next to one another to reduce error.
- The containers are placed next to one another to control for an extraneous variable.
- The containers are placed next to one another to make the results more comparable/reliable.
- The containers are placed next to one another so that experimental conditions are same for all the containers.

Score Points:

1 point	one key element
0 points	other

Standard: 1.1 Identifying and evaluating alternative explanations and procedures.

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Item 4

Rubric

Key Element:

---

one of the following:

- No, the table shows that less of the fresh water and rubbing alcohol were left.
- No, more liquid evaporated from the beakers containing fresh water and rubbing alcohol.
- No, the amount of fresh water and rubbing alcohol left in the beakers was less than the salt water.
- No, 11.4 mL of salt water evaporated which is less than the evaporated fresh water (14.7 mL) and rubbing alcohol (27.3 mL).
- Any explanation that data does not support the hypothesis since more salt water was left or less salt water evaporated than the other two liquids.

NOTE: Give credit if the answer is correct but the water and rubbing alcohol are transposed.

Score Points:

1 point	one key element
0 points	other

Standard: 1.6 Interpreting and evaluating data in order to formulate conclusions.

Item 5

Rubric

Key Elements:

---

one of the following:

- Temperature has no effect on the evaporation rate.
- Evaporation will be maximum at 75 °C.
- Evaporation will be maximum at 30 °C.
- Evaporation will be same at different temperatures.
- Any statement (not a question) relating temperature and evaporation rate.

Score Points:

1 point	one key element
0 points	other

Standard: 1.3 Asking questions and stating hypotheses that lead to different types of scientific investigations.

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Item 6

Rubric

Key Elements:

---

one of the following:

- A bigger sample size leads to reliable, more accurate, data.
- Students used three beakers of water to reduce errors.
- Students used three beakers of water to determine the average result for the experimental data.
- any answer indicating larger sample sizes yield more reliable results

---

Score Points:

1 point	one key element
0 points	other

Standard: 1.1 Identifying and evaluating alternative explanations and procedures.

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Item 7

Rubric (Total Score Points: 4)

Graph format

Key Element	Acceptable examples	Unacceptable examples
Title	• Temperature vs. Amount of Water Evaporated • Evaporation of Water at Different Temperatures • Degrees vs. mL Evaporated	• Graph • Data Table • Average evaporation • Averages • Evaporation Investigation
Length of Line	Line may extend beyond points in either direction.	If the line begins at 0 and connects with the four points, it is incorrect.
Space Utilization	Scaled from 0–100 on *x*-axis (each line 10) and 0–25 on the *y*-axis (each line 2.5mL). Other scales that utilize a majority of graph space are acceptable.	Scaled less than 0–100 on the *x*-axis with each line being more than 10 or scaled less than 0–25 on the *y*-axis with each line being more than 2.5 mL.
Correct information on both *x* and *y*-axis	Temperature on the *x*-axis, Average Amount of Water Evaporated on the *y*-axis	Words such as trials, tests, or times are not acceptable.
x-axis labeled with units	Degrees C (mL if *x*-axis label is average amount of water evaporated)	Incorrect or no label.
y-axis labeled with units	mL (Degrees C if the *y*-axis is Temperature)	Incorrect or no label.
Data Plotted	Only the four average amounts of water evaporated may be plotted.	Any other information plotted on either axis.

Score Points:

2 points	six or more key elements
1 point	four or five key elements
0 points	three or less key elements/irrelevant, unclear, or inaccurate information

Graph accuracy

Score Points:

2 points	four data points plotted correctly with a line connecting the points
1 point	three data points plotted correctly with a line connecting the points, or all data points plotted correctly but not connected with a line
0 points	three data points plotted correctly but not connected with a line, or two or fewer data points plotted correctly with a line connecting the points, or irrelevant, unclear, or inaccurate information

Standard: 1.7 Communicating results of their investigation in appropriate ways.

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Item 8

Key Elements:

any amount between 27 and 50 mL.

one of the following:

- As temperature increased from 60 to 75 °C, evaporation rate doubled.
- Any explanation indicating extrapolation of the line/curve.
- Any explanation indicating that evaporation rate is increasing with increasing temperature.

Score Points:

2 points	two key elements
1 point	one key element
0 points	other

Standard: 1.6 Interpreting and evaluating data in order to formulate conclusions.

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CSAP Grade 8
Science

Directions

The table below shows how far away people can feel tremors from earthquakes of different magnitudes. The table also shows about how many times each year earthquakes of different magnitudes occur. Use the table to do Numbers 9 and 10.

Magnitude	Distance From Earthquake That Tremors Can Be Felt	Number Occurring Each Year
3	24 kilometers	49,000
4	48 kilometers	6,200
5	112 kilometers	800
6	200 kilometers	120
7	400 kilometers	18
8	720 kilometers	1

9 According to the table, as the magnitude of earthquakes increases, the distance that tremors will be felt

- ● increases.
- ○ decreases.
- ○ increases and then decreases.
- ○ remains the same.

10 If an earthquake with a magnitude of 2 occurred, how far away from the earthquake would the tremors most likely be felt?

- ○ more than 112 kilometers
- ○ between 48 and 112 kilometers
- ○ between 24 and 48 kilometers
- ● less than 24 kilometers

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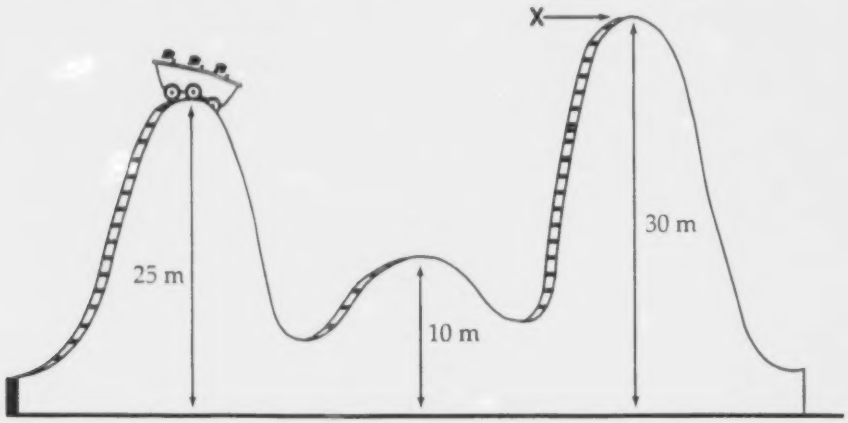
CSAP Grade 8
Science

11 Look at the picture of a roller coaster below.



The car on the roller coaster is released from the position shown and allowed to roll freely.

Name **two** of the forces that affect the motion of the car while it moves on the roller coaster.

Describe how the potential and kinetic energy of the car change as the car rolls downhill.

Explain why the car **cannot** reach point **X** on the third hill, as shown in the picture.

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Item 11

Rubric

Key Elements:

---

any two of the following:

- gravity
- air resistance/air/wind
- friction

The kinetic energy increases and the potential energy decreases.

---

one of the following:

- The car loses energy due to friction/air resistance.
- The car started from a point that is lower than **X**, hence it does not have the energy to reach **X**.
- Any answer indicating that energy is lost **or** that the energy the car has at the starting point is less than the energy needed to reach **X**.

Score Points:

3 points	three key elements
2 points	two key elements
1 point	one key element
0 points	other

Standard: 2.3.5 Describing, measuring, and calculating quantities that characterize moving objects and their interactions within a system.

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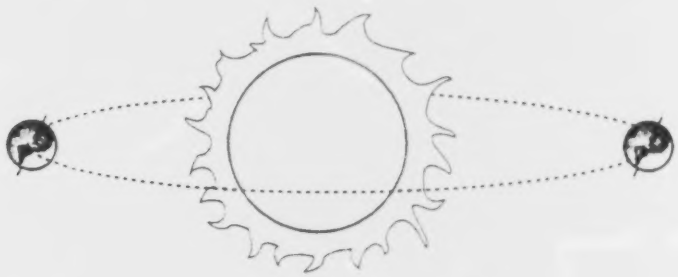
12 Explain **two** main causes of seasons on Earth. Look at the diagram below to help with your written explanation.



Explanation: _____

_____

_____

_____

_____

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Item 12

Key Elements:

Earth revolves/goes around the sun.
NOTE: No credit if the student refers to changing distance between the sun and Earth.

Earth's axis of rotation is tilted / directness of the sun's rays changes.

Score Points:

2 points	two key elements
1 point	one key element
0 points	other

Standard: 4.4.2 Explaining the effects of relative motion and positions of the sun, Earth, and moon.

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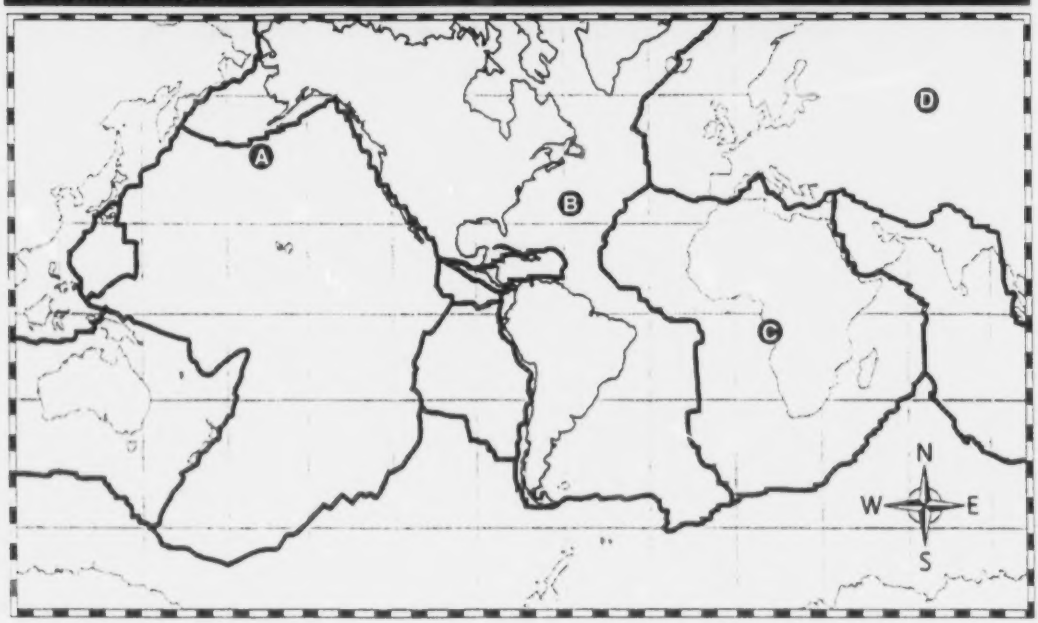
CSAP Grade 8
Science

13 The map below shows many of Earth's tectonic plates.

Tectonic Plates



At which labeled place (A, B, C, or D) on the map would the most earthquakes probably occur?

_____

Explain why.

_____

_____

_____

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Item 13

Rubric

Key Elements:

A

Place A is closest to a tectonic plate boundary.

NOTE: Give full credit even if 'place A' is not mentioned separately but is indicated in the explanation.

Score Points:

2 points	two key elements
1 point	one key element
0 points	other

Standard: 4.1.4 Explaining the distribution and causes of natural events.

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14 Choose **one** of the technologies listed below and describe one way scientists use it to study Earth.

- satellite
- seismograph

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Item 14

Key Elements:

Satellite:

one of the following:

- map the earth
- study weather
- take photographs of Earth
- any other way scientists use satellites

Seismograph:

one of the following:

- study earthquakes
- study the composition of the earth
- any other way scientists use seismographs

NOTE: Give credit if the student does not specifically list the technology but it can be inferred from the description.

Score Points:

1 point	one key element
0 points	other

Standard: 5.4 Describing how people use science and technology in their professions.

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15 Explain why it is practical to use solar energy as a resource in Colorado.

Give **one** advantage of using solar energy instead of using natural gas.

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Item 15

Rubric

Key Elements:

any response indicating the abundance of sunlight in Colorado

one of the following:

- Solar energy is renewable/natural gas is nonrenewable.
- Using solar energy does not give off any harmful substances/burning natural gas gives off harmful substances into the air.
- Solar energy is cheaper.

Score Points:

2 points	two key elements
1 point	one key element
0 points	other

Standard: 5.3 Describing how the use of technology can help solve an individual or community problem.

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Released Passages, Items, and Prompts

Grade 9 Reading Comprehension

2001

CSAP Grade 9
Reading

Directions

Read this poem by William Stafford. Then do Numbers 1 through 4.

Rover

by William Stafford

She came out of the field—low
cloud and the land even more dark
where it rolled wide, our farm. She came
limping through our gate into the yard
and up to the door. For greeting, I
held out my hand. I felt the tongue touch
my palm, and a breath came: something
entering my whole life in a rush.

What came to me in trust no one
could take away. I knew
it was mine. Not father, even, or mother,
could end the new feeling: *mine.*
Now I belonged wherever dark
flowed, from that night on,
anywhere, any touch that was kind.

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1 This poem is mostly about

- ○ how farm dogs behave.
- ○ how dogs greet their owners.
- ● a boy's relationship with a dog.
- ○ a dog that lives on a farm.

2 Read the second stanza. The poet gives special emphasis to a certain word. Tell what the word is, and explain **one** of the ways in which the poet gives it emphasis. Then explain why this word is important in the poem.

3 Describe how the focus of the first stanza is different from the focus of the second stanza. Use at least **one** supporting detail from **each** stanza.

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4 In the poem, William Stafford never actually says that the animal that came limping through the gate was a dog. Explain **two** clues that tell the reader that the animal was, in fact, a dog.

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ROVER

Item 2:
Read the second stanza. The poet gives special emphasis to a certain word. Tell what the word is, and explain **one** of the ways in which the poet gives it emphasis. Then explain why this word is important in the poem.

Exemplary Response

- The poet emphasizes the word *mine* by putting it in italics [or by repeating it; or by rhyming it with *kind*]. The word *mine* is important because the boy felt that the dog was his alone, the first thing that he got on his own, without help from his parents.
- The poet emphasizes the word *kind* by making it the last word in the poem [or by rhyming it with *mine*]. It is an important word because the whole poem is about being kind to a stray dog.

Rubric

2 points possible

- 1 point for choosing *mine* or *kind* as the emphasized word in the stanza AND for explaining the means of emphasis as repetition OR italics [*mine*] OR rhyme [*mine* or *kind*] OR placing the word last [*kind*]
- 1 point for explaining the word's importance as relevant to ownership [*mine*] or the poem's theme [*kind*]

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Poetry

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ROVER

Item 3:
Describe how the focus of the first stanza is different from the focus of the second stanza. Use at least **one** supporting detail from **each** stanza.

Exemplary Response

The first stanza focuses on the experience of the poet as a boy when he formed a bond with a stray dog. "Something entering my whole life in a rush," as he puts it. In the second stanza, the poet reflects upon the experience described in the first stanza. He thinks about the kind of trust he and the dog enjoyed, and suggests that, as a result, this kind of relationship was important to him: ". . . from that night on, anywhere, any touch that was kind."

Rubric

3 points possible

- 1 point for explaining that the first stanza is about establishing a bond between the boy and the dog
- 1 point for explaining that the second stanza is a reflection on what happened in the first stanza
- 1 point for using at least **two** suitable details, **one** from **each** stanza, to support the explanations

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Subcontent Area: Poetry

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ROVER

Item 4:
In the poem, William Stafford never actually says that the animal that came limping through the gate was a dog. Explain **two** clues that tell the reader that the animal was, in fact, a dog.

Exemplary Response

In the first place, the title is "Rover," which is a very typical name for a dog. Besides that, the poet describes how he "felt the tongue touch my palm," and licking someone's hand is exactly what a dog might do when trying to make friends.

Rubric

2 points possible

- 1 point for explaining that the title is a common name for a dog
- 1 point for explaining that licking the hand is typical of the way dogs greet people

Standard 1: Students read and understand a variety of materials.

Subcontent Area: Poetry

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CSAP Grade 9
Reading

Directions

For Numbers 5 and 6, choose the word that means the same, or about the same, as the underlined word.

5 can weigh

- ○ resolve
- ○ conduct
- ● evaluate
- ○ criticize

6 their prosperity

- ● wealth
- ○ victory
- ○ progress
- ○ accomplishment

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CSAP Grade 9
Reading

Directions

Read "I Am Kwakkoli" by Bisco Hill. Then do Numbers 7 through 14.

I Am Kwakkoli

by Bisco Hill
Southern Hills Middle School, Boulder, Colorado

A few months after my tenth birthday, my dad began to talk to me about receiving my Indian name. He said this had to be done in a ceremony by a medicine person or an elder in our tribe. My older sister, Megan, had received her Indian name, Maquegquay (Woman of the Woods), when she was only three. At that time my family lived on the Oneida Reservation just outside of Green Bay, Wisconsin. My grandfather was alive then, and he asked a medicine man friend of his to name her and made the arrangements. I always thought my sister's Indian name was so perfect for her. I was told the medicine man meditated for three days before the name came to him.

My family moved from Wisconsin to Colorado three years before I was born. My grandfather died when I was only two and a half, and both of these major events delayed my Naming Ceremony. My dad talked about naming me for several years, but it was hard to pull it together long distance. Because of the sacred and traditional aspects of this, it is not like anyone can just call and order a Naming Ceremony, like ordering a pizza! As it happened, my Uncle Rick became the chairman of the tribe when I was ten, and he was able to talk to the right people and select the time. The right time was the summer solstice, near June 20, and it was also the time of the annual Strawberry Ceremony.

There are many traditions connected to the Naming Ceremony. For one thing, there are a limited number of names among the Oneida people. When a person dies, their name returns to the "pool" of available names and can be given to someone else. The medicine person decides whose energy fits which available name, or a person may ask for a certain name. In my case, I was named after my grandfather through my Anglo name, but I also wanted to take his Indian name, which was available and had been waiting for me for seven years. I felt that if I had both of his names, it made a full circle and I was wholly connected to him and to my family. The name that was his is "Kwakkoli," or "Whippoorwill" in English.

A few days before the ceremony in June of 1990, my parents and I flew to the Oneida Reservation. A friend of my dad made me a beautiful "ribbon shirt." It was a shade of deep turquoise stitched with pink, purple and green

"I Am Kwakkoli" by Bisco Hill from *Short Takes*, copyright © 1995 by Merlyn's Pen, Inc. Used by permission.

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ribbons. My family and I thought it was very special and that I looked good in it.

Two days before I was given my Indian name, my Uncle Rick, my dad and I drove around and looked at certain landmarks on the Oneida Reservation. I saw where my dad had grown up. There is a statue in the middle of the reservation of my great-grandmother, Dr. Rosa Minoka Hill. She was the first female Indian physician in the United States.

Oneida is very small and different from any other city I have known. It has only one school, several baseball fields, a small convent, a store, a post office, two churches, three cemeteries, a tribal building and about twenty houses. My dad and brother knew the names of everyone. They knew who was married to whom and who everyone's grandparents and parents were. They remembered all kinds of funny stories and laughed a lot. I thought it must be nice to live in a small town where everyone knows everyone for all those years. It is also a place where everyone is connected by common heritage, customs and beliefs.

The night before the ceremony, I got very nervous. My stomach hurt as if I had the flu, but I think it was just butterflies. I finally fell asleep at about 3:30 in the morning. I don't know what I was afraid of—maybe just not knowing what was going to happen or what I would have to do. My mother could not come to the ceremony because only tribal members were allowed. We had just learned about this and I was upset that she couldn't come. She was disappointed, but told me to remember the details and tell her about it later.

After getting about four hours of sleep, I woke up to the sound of a shower running. I quickly put on my ribbon shirt, a pair of black pants and moccasins. The ceremony was set for 9:30 that morning, so we had to hurry.

On our short drive to the reservation, my stomach felt like it was going to explode! I had to at least get those butterflies flying in formation! I was pretty anxious, but really excited about getting my Indian name. We arrived at the longhouse a little early and I sat with my dad and one of his friends while other people finished setting up tables and chairs.

The ceremony finally began. The Faithkeeper called up the three clans of the Oneida Tribe: the Bear, the Turtle and the Wolf. I am in the Turtle Clan, so I would be named in the second group. The Faithkeeper named all the children in the Bear Clan, then moved on to the Turtles. He named two people, then stepped in front of me. He spoke to me in Oneida. It is a language with unusual sounds like no other language I have ever heard. Most of the words were not understandable to me. He later translated them as: "You must try to learn the Oneida language and our ways. I would like you to come to some of the other ceremonies and events. You now have an Oneida name, 'Kwakkoli,' and the Creator will know you by that name." I was proud to have both my grandfather's names because he was an important man in our tribe.

The Faithkeeper named the others and we all sat down as the Chief said a few more prayers. After about an hour, we all danced to Indian songs and drum music. It was fun, but it became tiring after a while.

Next we ate and drank. One of the drinks was a kind of strawberry juice. It is sacred and part of the ceremony because the Creator gave this gift of the strawberry to the Oneida people. The drink was very good.

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When it was time to go, we thanked the Faithkeeper and the Chief and gave them gifts. The gift that I received, and will be mine for life, is a very special name that runs through my family and connects me to my grandfather whom I barely knew. My name also reminds me of the many traditions and beliefs that are part of my heritage and about which I have a lot to learn and understand. I look forward to visiting my reservation as I grow up.

---

7 This story is most likely a

- ○ legend.
- ○ biography.
- ○ novel.
- ● memoir.

8 You can conclude from the story that the author

- ○ spoke the Oneida language fluently.
- ○ was embarrassed by his Oneida heritage.
- ● had never visited the Oneida Reservation before 1990.
- ○ gave little thought to being Oneida before he was "named."

9 Which of these was a reason the author's Naming Ceremony was delayed?

- ● His family's move made it difficult to make proper arrangements.
- ○ The name he wanted was not available.
- ○ His tribe had difficulty choosing a name.
- ○ The rules regarding the appropriate naming age had been changed.

10 Why was the name "Kwakkoli" important to the author?

- ○ It was chosen for him by his grandfather.
- ○ It was given to only one living person at a time.
- ○ It was a name reserved for important people.
- ● It was his grandfather's Indian name.

11 Which of these best describes the author's purpose in writing the story?

- ○ to relate information about his tribe's traditions
- ● to share an important event in his life
- ○ to honor the memory of the Oneida people
- ○ to explain the purpose of Indian ceremonies

12 The tone of this story is

- ○ sarcastic.
- ○ humorous.
- ○ mournful.
- ● honest.

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13 Explain the **two** different ways a person's particular name can be decided upon at an Oneida Naming Ceremony and the condition that must be met in both cases.

14 The author and his sister received their Oneida names in different ways. Explain **three** important differences in the ways they received their names.

1)

2)

3)

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I AM KWAKKOLI

Item 13:
Explain the **two** different ways a person's particular name can be decided upon at an Oneida Naming Ceremony and the condition that must be met in both cases.

Exemplary Response

The Faithkeeper may decide on a name according to a person's "energy," or a person may ask for a particular name. In either case, the name must be available in the "pool" of names, because there are a limited number of Oneida names.

Rubric

3 points possible

- 1 point for explaining that the Faithkeeper (or medicine person) may choose the name according to the person's energy
- 1 point for explaining that a person may choose a particular name for herself or himself
- 1 point for explaining that, in either case, the name must be available in the "pool"

Standard 1: Students read and understand a variety of materials.

Subcontent Area: Nonfiction

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I AM KWAKKOLI

Item 14:
The author and his sister received their Oneida names in different ways. Explain **three** important differences in the ways they received their names.

Exemplary Response

1) The author's sister received her name from a Faithkeeper, whereas the author chose his grandfather's name, Kwakkoli.
2) His sister received her name when she was three years old, but he had to wait until he was ten.
3) The family had lived on the Oneida Reservation at the time of Megan's naming ceremony, but had moved away before the author was born, so they had to travel back to have the ceremony.

Other acceptable response (may be substituted for any of the above):

- The author's grandfather made arrangements for his sister's ceremony, whereas the author's uncle made arrangements for his.

Rubric

3 points possible

- 1 point for giving the difference that the author chose his own name (that she was given hers by a Faithkeeper may be unstated if clearly implicit)
- 1 point for giving the difference that he was ten, whereas she was three (or just that he was much older)
- 1 point for explaining that they had moved away from the reservation and had to return there to attend the ceremony, whereas the family lived on the reservation when Megan received her name

Standard 1: Students read and understand a variety of materials.

Subcontent Area: Nonfiction

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Released Items

Grade 10 Mathematics

2001

CSAP Grade 10
Mathematics

1 Daniel owns a swimming pool cleaning service. He charges a flat fee of $75 per month which includes two cleanings per month. Additional cleanings are available for $25 each. Which of these equations represents the cost per month, C, to a customer whose pool is cleaned x times per month?

- ○ $C = 25 + 75x$
- ● $C = 25(x - 2) + 75$
- ○ $C = 75(2) + 25x$
- ○ $C = (25 + 75)x + 2$

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2 Use your punch-out ruler and protractor to help you solve this problem.

Study the triangle below.

Part A Measure the length of each side of triangle ABC to the nearest tenth of a centimeter. On the lines below, record the length of each side.

AB = _____ centimeters

BC = _____ centimeters

AC = _____ centimeters

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Part B Measure angle B and angle C to the nearest degree. On the lines below, record the measurement of each angle.

$m\angle B =$ _____ degrees

$m\angle C =$ _____ degrees

Part C In the space below, draw a triangle that is larger than, but similar to, Triangle ABC. The scale factor between the sides of Triangle ABC and the new triangle should be 1.5.

Part D On the lines below, explain how you know the new triangle is similar to triangle ABC.

_____

_____

_____

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Rubric

Exemplary Response:

3 Points

Part A

- AB = 9.7 cm BC = 4.5 cm AC = 6.0 cm

AND

Part B

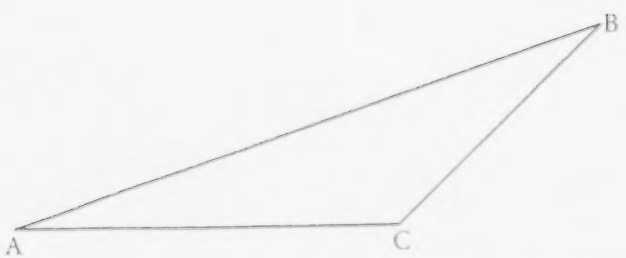
- m∠B = 26° m∠C = 136°

NOTE: Allow variation of ± 0.5 cm for linear measures and ± 3° for angle measures.

AND

Part C

-



NOTE: Allow variation of ± 0.75 cm for linear measures and ± 3° for angle measures.

AND

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Part D

- The triangles are similar by the Angle-Angle Similarity theorem, because, although the lengths of the sides are different, the angles have the same measures.

OR

- The triangles are similar by the Side-Side-Side Similarity theorem because the side lengths were enlarged by the same factor, so the sides remain in the same proportion.

OR

- The triangles are similar by the Side-Angle-Side Similarity theorem because I first drew angle A with the same measure as in the original figure, then I drew AB and AC enlarged by the same factor so the sides remain in the same proportion.

NOTE: Give full credit for a response that includes proper reasoning without giving the name of the theorem being used (AA, SSS, SAS, etc.)

Score Points:

Apply 3-point holistic rubric.

Standard: 5.1.A Measurement

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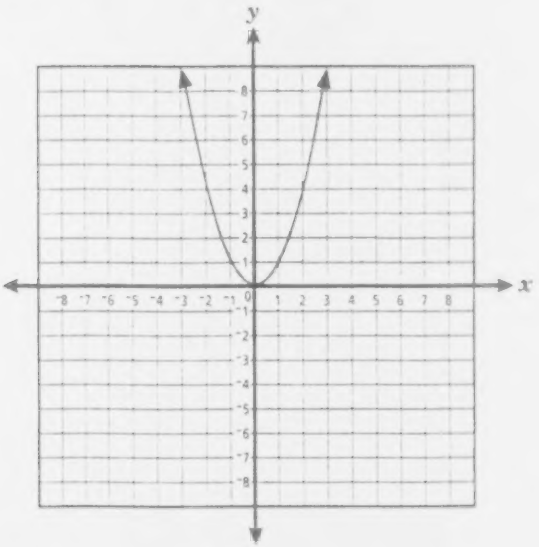
CSAP Grade 10
Mathematics

3 Study the graph of $y = x^2$, shown below.



If the graph is moved up 3 units, what equation will it represent?

- ● $y = x^2 + 3$
- ○ $y = (x + 3)^2$
- ○ $y = (x - 3)^2$
- ○ $y = x^2 - 3$

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CSAP Grade 10
Mathematics

4 The graph below shows the depth of snow at Blue Mountain Ski Resort last winter.

Part A On the lines below, explain what the y-intercept of the graph represents.

Part B On the lines below, explain what the x-intercept of the graph represents.

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Rubric

Exemplary Response:

2 Points

Part A

- The *y*-intercept represents the depth of the snow on December 1.

AND

Part B

- The *x*-intercept represents the number of days after December 1 that all the snow has melted.

OR

- The *x*-intercept represents the number of days after December 1 that the snow level reaches zero.

Score Points:

Apply 2-point holistic rubric.

Standard: 2.4.A Patterns, Functions, and Algebra

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CSAP Grade 10
Mathematics

5 Which of the following shows the numbers in order from least to greatest?

- ○ 5.7×10^{1}, 3.9×10^{-2}, 1.8×10^{1}, 8.2×10^{-2}
- ○ 8.2×10^{-2}, 3.9×10^{-2}, 1.8×10^{1}, 5.7×10^{1}
- ○ 1.8×10^{1}, 3.9×10^{-2}, 5.7×10^{1}, 8.2×10^{-2}
- ● 3.9×10^{-2}, 8.2×10^{-2}, 1.8×10^{1}, 5.7×10^{1}

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6 The table shows the number of bacteria present at 30 minute intervals during a science experiment.

Number of Bacteria Over Time

Time (in minutes)	Number of Bacteria
0	3
30	6
60	12
90	24
120	48
150	96
180	192
210	384

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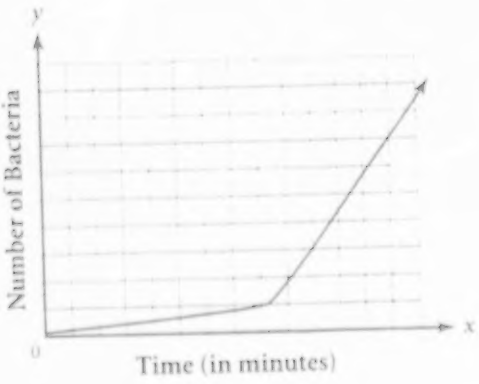
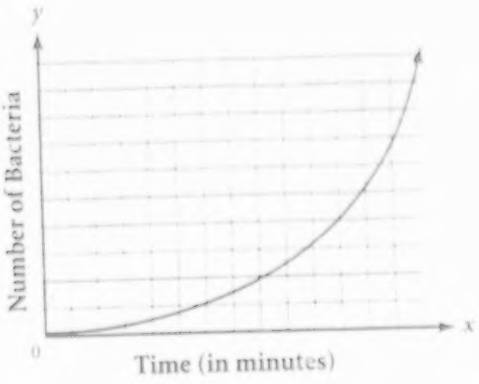
Which of these graphs best shows the relationship between time and the number of bacteria present?



○



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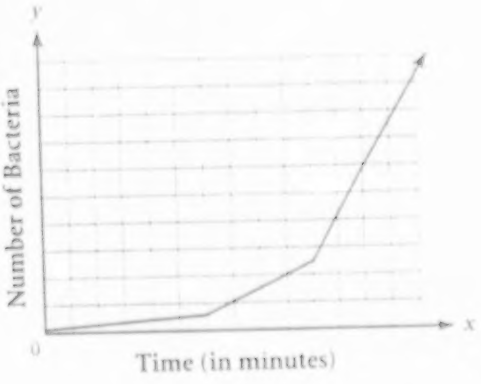

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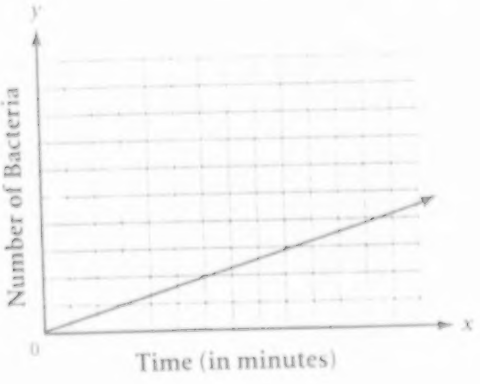

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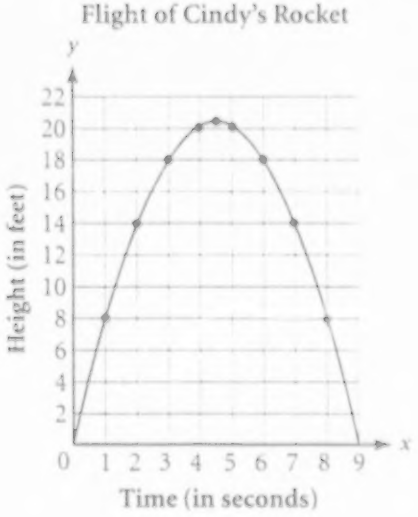
CSAP Grade 10
Mathematics

7 The graph below shows the height of Cindy's model rocket during the course of its flight.



Which of these equations can be used to find the height of the rocket at any time during its flight?

- ○ $y = 9x$
- ○ $y = x^2 - 81$
- ● $y = -x^2 + 9x$
- ○ $y = 9 - 9x^2$

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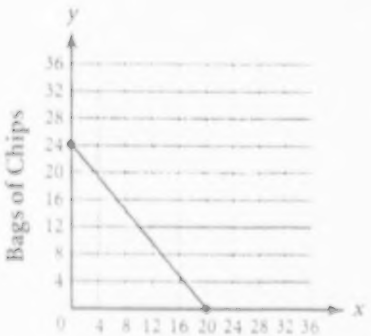
CSAP Grade 10
Mathematics

8 Laura needs to buy chips and soda for the guests at her party. Each large bag of chips costs $2.40 and each large bottle of soda costs $2.00. She has $48.00 to spend. Which graph represents the number of bags of chips and bottles of soda that Laura can buy?



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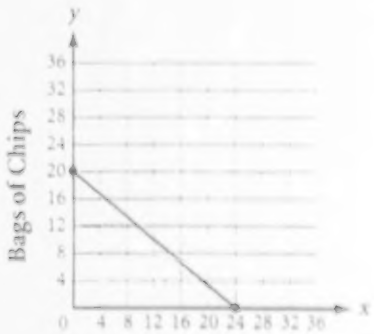

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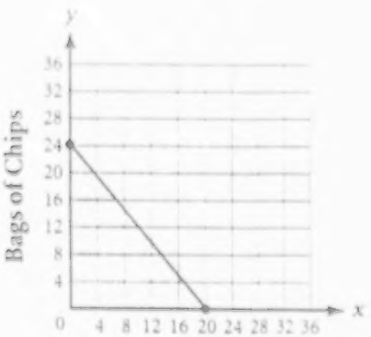

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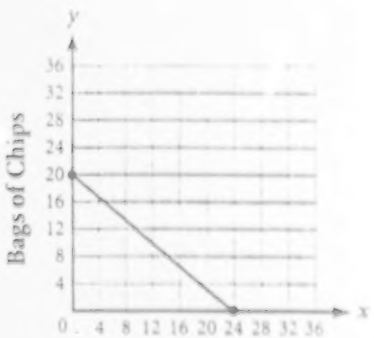

○

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CSAP Grade 10
Mathematics

9 Tara plays a game using 2 bags of game pieces. One bag has 6 blue game pieces and 6 red game pieces. The other bag has ten game pieces numbered 1 through 10. On her turn, Tara must draw one game piece from each bag. What is the probability that she draws a red game piece and an even-numbered game piece?

- ○ $\frac{1}{2}$
- ● $\frac{1}{4}$
- ○ $\frac{1}{30}$
- ○ $\frac{1}{60}$

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10 Edgar earned the following scores on his first 10 science tests.

73, 86, 91, 87, 88, 79, 82, 93, 90, 86

Which of these will be affected if Edgar earns a score of 50 on his next test?

- ○ mean, median, and mode
- ● mean and median
- ○ mean only
- ○ median only

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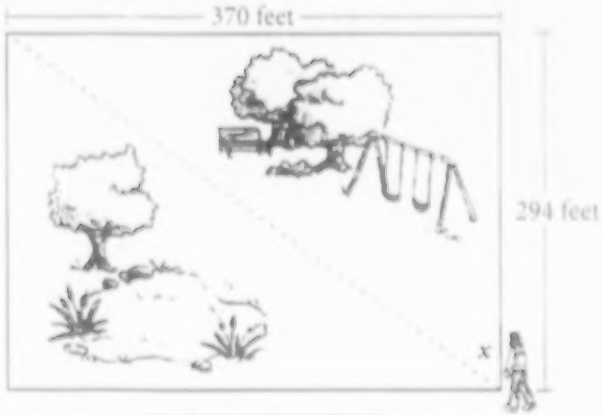
CSAP Grade 10
Mathematics

11 Barbara went for a walk in the city park. To cut across the rectangular park, she chose the path shown by the dotted line in the drawing below.



Drawing **not** to scale

At what angle, x, did Barbara cut across the park? Round the answer to the nearest tenth of a degree.

- ○ 37.4
- ○ 38.5
- ● 51.5
- ○ 52.6

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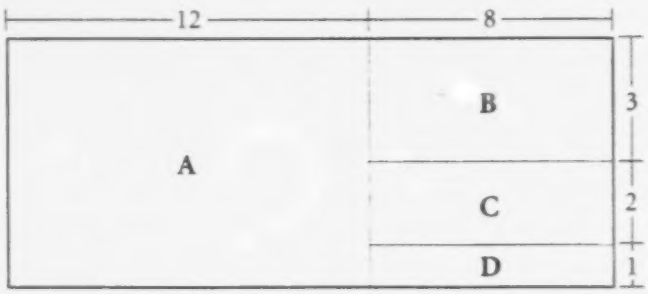
CSAP Grade 10
Mathematics

12 Cindy tossed a coin onto the playing board shown below.



What is the probability the coin will land in region C? In the space below, show and explain your thinking and write your answer on the line.

Probability _____

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Rubric

Exemplary Response:

2 Points

- $\frac{2}{15}$

OR

- $\frac{16}{120}$

AND

- The area of region C is 16 square units (8×2). The entire board has an area of 120 square units ($6 \times [12 + 8]$). Therefore, region C covers 16 out of 120 square units, or 2/15 of the total area of the board. This means that the coin will land in region C an average of 2 out of every 15 tosses.

OR

- Other valid response indicating that the fractional area of region C represents the probability that a coin will land in region C.

Score Points:

Apply 2-point holistic rubric.

Standard: 3.5.E Data Analysis, Probability, and Statistics

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13 Juan has a bag containing 3 red, 2 blue, and 5 green marbles. He removes one marble from the bag, sets it aside, and draws another marble. What is the probability that he draws a red marble followed by a blue marble?

- ○ $\frac{2}{9}$
- ○ $\frac{2}{10}$
- ○ $\frac{3}{10}$
- ● $\frac{1}{15}$

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Released Passages, Items, and Prompts

Grade 10 Reading and Writing Comprehension

2001

CSAP Grade 10
Reading

Directions

Here is a story by Jim Heynen. Read the story. Then do Numbers 1 through 5.

WHAT HAPPENED DURING THE ICE STORM

by Jim Heynen

One winter there was a freezing rain. How beautiful! people said when things outside started to shine with ice. But the freezing rain kept coming. Tree branches glistened like glass. Then broke like glass. Ice thickened on the windows until everything outside blurred. Farmers moved their livestock into the barns, and most animals were safe. But not the pheasants. Their eyes froze shut.

Some farmers went ice-skating down the gravel roads with clubs to harvest the pheasants that sat helplessly in the roadside ditches. The boys went out into the freezing rain to find pheasants too. They saw dark spots along a fence. Pheasants, all right. Five or six of them. The boys slid their feet along slowly, trying not to break the ice that covered the snow. They slid up close to the pheasants. The pheasants pulled their heads down between their wings. They couldn't tell how easy it was to see them huddled there.

The boys stood still in the icy rain. Their breath came out in slow puffs of steam. The pheasants' breath came out in quick little white puffs. Some of them lifted their heads and turned them from side to side, but they were blindfolded with ice and didn't flush. The boys had not brought clubs, or sacks, or anything but themselves. They stood over the pheasants, turning their own heads, looking at each other, each expecting the other to do something. To pounce on a pheasant, or to yell Bang! Things around them were shining and

"What Happened During the Ice Storm" from *You Know What is Right* by Jim Heynen, copyright © 1985 by Jim Heynen. Originally appeared in *Seattle Review*.

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dripping with icy rain. The barbed-wire fence. The fence posts. The broken stems of grass. Even the grass seeds. The grass seeds looked like little yolks inside gelatin whites. And the pheasants looked like unborn birds glazed in egg white. Ice was hardening on the boys' caps and coats. Soon they would be covered with ice too.

Then one of the boys said, Shh. He was taking off his coat, the thin layer of ice splintering in flakes as he pulled his arms from the sleeves. But the inside of the coat was dry and warm. He covered two of the crouching pheasants with his coat, rounding the back of it over them like a shell. The other boys did the same. They covered all the helpless pheasants. Now the boys felt the rain soaking through their shirts and freezing. They ran across the slippery fields, unsure of their footing, the ice clinging to their skin as they made their way toward the blurry lights of the house.

---

1 Which of the following best summarizes what happens during the ice storm?

- ○ Some boys gain a new appreciation of nature after being stranded in a storm.
- ● Some boys take pity on helpless pheasants they find in a freezing rain.
- ○ Some boys are uncertain about how to capture the pheasants they find.
- ○ Some boys struggle to stay warm after giving away their coats.

2 Which of these images from the story is **not** a symbol of new life?

- ● "Farmers moved their livestock into the barns, and most animals were safe."
- ○ "The grass seeds looked like little yolks inside gelatin whites."
- ○ "And the pheasants looked like unborn birds glazed in egg white."
- ○ "He covered two of the crouching pheasants with his coat, rounding the back of it over them like a shell."

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3 Think about the beginning of the story. Think about its ending. Then explain how the boys' attitude toward the pheasants changes during the story.

4 The author seems to suggest the boys were just as helpless as the pheasants and were uncertain about what to do. On the lines below, provide **two** examples from the story that support this viewpoint.

1)

2)

5 In what **two** ways was the boy who said "Shh" in the last paragraph important to what happened in the story?

1)

2)

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WHAT HAPPENED DURING THE ICE STORM

Item 3:
Think about the beginning of the story. Think about its ending. Then explain how the boys' attitude toward the pheasants changes during the story.

Exemplary Response

In the beginning, it seems as if the boys want to kill the pheasants. In the end, the boys save the pheasants from freezing.

Rubric

2 points possible

- 1 point for explaining that in the beginning the boys intended to kill, scare, capture, or otherwise harm the pheasants
- 1 point for explaining how their attitude/behavior differs by the end

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction

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WHAT HAPPENED DURING THE ICE STORM

Item 4:
The author seems to suggest the boys were just as helpless as the pheasants and were uncertain about what to do. On the lines below, provide **two** examples from the story that support this viewpoint.

Exemplary Response

- "The boys had not brought clubs, or sacks, or anything but themselves."
- Some pheasants "lifted their heads and turned them from side to side," and the boys "stood over the pheasants, turning their own heads."
- "Ice was hardening on the boys' caps and coats. Soon they would be covered with ice too."
- "Now the boys felt the rain soaking through their shirts and freezing."
- "The boys stood still in the icy rain."
- The boys looked "at each other, each expecting the other to do something."
- "To pounce on a pheasant, or to yell Bang!"

Rubric

2 points possible

- 1 point for **each** example

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction

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WHAT HAPPENED DURING THE ICE STORM

Item 5:
In what **two** ways was the boy who said "Shh" in the last paragraph important to what happened in the story?

Exemplary Response

- By covering the pheasants with his coat, the boy sets an example for the other boys to do the same.
- Because of the boy's actions, the pheasants' lives are saved.
- He came up with a solution that was different from what was expected.
- He took action instead of just standing there.
- He didn't want to frighten the pheasants.
- He wanted to quiet the boys.

Rubric

2 points possible

- 1 point for pointing out one way the boy's actions were important to the story
- 1 point for an additional way the boy's actions were important to the story

Standard 6: Students read and recognize literature as a record of human experience.

Subcontent Area: Fiction

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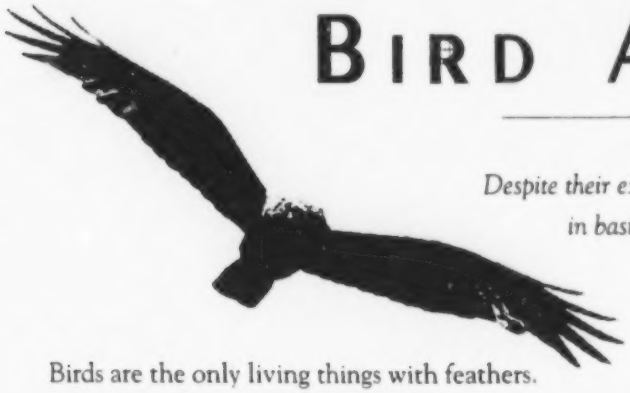
CSAP Grade 10
Reading

Directions
Read this article. Then do Numbers 6 through 9.



BIRD ANATOMY

Despite their external diversity, birds are remarkably uniform in basic structure. This similarity results chiefly from adaptations associated with flight.

Birds are the only living things with feathers. Also, they are vertebrates, which means that, just like reptiles, amphibians, fish, and mammals (including ourselves), they have a jointed internal skeleton with two forelimbs and two hindlimbs; the brain is encased in a strong bony container (the skull); and the main nerve route in the body is carried down the center of the back inside a flexible column of bones (the spine).

If you compare the skeleton, muscle, and organ systems of a bird with those of a human, you will find many points of similarity. Broadly speaking, the same basic elements—eyes, ears, skull, ribs, lungs, heart, and so on—are found in corresponding places in both and serve comparable functions.

Skeletal System

Almost all of the differences between human and bird skeletons are the result of profound modifications in birds to enable sustained flight. The sternum, or breastbone, for example, lies in the same relative position and serves the same basic function as the sternum in our own bodies. However, in birds it is much bigger in relative terms and bears, projecting at right angles, the most obvious and distinctive of avian[1] skeletal structures: a large flat keel (called the carina). This serves as a point of attachment for the huge pectoral muscles used to flap the wings.

Another unique feature of the avian skeleton is that in many birds the collarbones have fused to form a rigid brace for the wings: the furcula or "wishbone."

[1]**avian:** pertaining to birds

Adaption of excerpt and diagram of a bird's respiratory system, and depictions of flight patterns of waterfowl, vultures and woodpeckers from *Birding* by Joseph Forshaw, Steve Howell, Terence Lindsey and Rich Stallcup, copyright © Weldon Owen Reference Inc. Used by permission of Weldon Owen Reference Inc. Photograph of soaring Northern harrier copyright © by Frans Lanting, used by permission of Bruce Coleman Inc. Photograph of eagle's eye copyright © by Jim Zipp, used by permission of Photo Researchers, Inc. Image of eagle's head copyright © by Thomas Kitchin, used by permission of Tom Stack & Associates. Image of bird with wing extended copyright © by Joe McDonald, used by permission of Tom Stack & Associates. Photograph of hummingbird copyright © by R.L. Erwin, used by permission of Natural History Photographic Agency.

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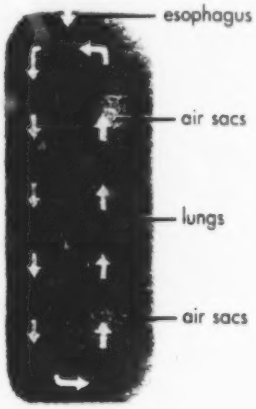
Organ Systems

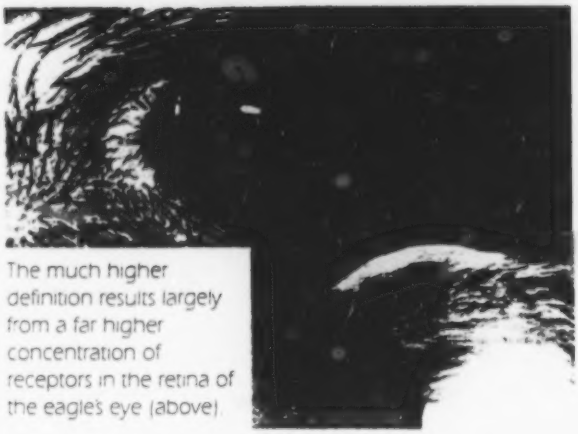
The organ systems, too, are comparable to those of other vertebrates but are heavily modified to service the needs of powered flight. In particular, they support a far higher metabolism than that of most other animals. The large size of a bird's heart is an indication of this.

Birds have a highly specialized and remarkably efficient respiratory system. A multitude of empty spaces (called pulmonary sacs or air sacs) extend throughout the body, in many birds extending even into the hollow bones. Air flows through this system of interconnected sacs almost like blood in the circulatory system. The lungs are located so that air flows through them, not in-and-out as in other vertebrates. Oxygen transfer to the blood is therefore a continuous process, taking place during both inhalation and exhalation. This system is so efficient that, paradoxically, birds get by with much smaller lungs than other vertebrates.

NEVER OUT OF BREATH

The net result of a bird's sophisticated respiratory system (right) is that air flows through the bird's lungs, rather than in-and-out as in humans and other animals.





The much higher definition results largely from a far higher concentration of receptors in the retina of the eagle's eye (above).

Sensory Systems

Birds have poor powers of smell but acute hearing, and their eyes are among the most sophisticated sensory organs in the animal kingdom.

The eye of a large eagle, for example, is approximately the same size as a human eye, but has a far greater density of sensory elements (rods and cones) in the retina (the rear inner surface of the eye, on which the image is formed).

A unique feature of birds' eyes is the pecten, a highly vascularized[2] structure that emerges from the retina. Despite numerous studies, its function is still unclear, but it is believed to play a role in improving the supply of oxygen and nutrients to the light-sensitive cells of the retina.

[2]**vascularized:** containing vessels for the circulation of blood

My heart in hiding
Stirred for a bird,—the achieve[3] *of;*
the mastery of the thing!

Gerard Manley Hopkins
(1844–1889), English poet

[3]**achievement**

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6 This article is mainly about

- ○ physical characteristics shared by all vertebrates.
- ○ similarities between birds and other vertebrates.
- ● unique bodily features that enable birds to fly.
- ○ specialized efficiency of the respiratory system of birds.

7 In what way are birds able to maintain their supply of oxygen?

- ○ Birds breathe in and out very rapidly.
- ○ Birds' small lungs require very little oxygen.
- ● Air flows through birds' lungs continuously.
- ○ Air enters birds' lungs through sacs and hollow bones.

8 Birds have especially keen vision because their eyes

- ○ are positioned to face forward.
- ○ compensate for a lack of sense of smell.
- ○ are proportionately large for their body size.
- ● have a high concentration of rods and cones in their retinas.

9 Read these lines by Gerard Manley Hopkins:

My heart in hiding
Stirred for a bird,—the achieve of;
the mastery of the thing!

The implication is that the poet

- ○ knows how to lay traps for birds.
- ● marvels at the abilities of birds.
- ○ has cooked a bird for dinner.
- ○ has studied bird anatomy.

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Directions

Now read "Flight." Then do Numbers 10 through 13.

FLIGHT

The size and shape of a bird's wing can tell you a great deal about its lifestyle and feeding requirements.

In the same way that aircraft are designed with different wing shapes according to their function, so nature has ensured that the forms of birds' wings exactly suit their lifestyle.

In both birds and aircraft, lift, thrust, and maneuverability all depend on the form of the wing and tail, and these properties are related in such a manner that improvement in any one can generally be achieved only by some sacrifice of performance in the other two.

Efficiency and Form

The most significant feature in relation to flight is, of course, the wing shape. Generally, a long, narrow wing is more efficient than a short, blunt wing—for purely aerodynamic, non-biological reasons that are well understood by aircraft designers. So birds that spend much time in the air, such as swallows, swifts, and migratory shorebirds such as Golden-Plovers, have long, narrow wings that provide maximum efficiency.

But, for a bird, flapping long wings is harder work than flapping short ones. Many ground-dwelling birds, such as quail and partridges, need flight for little more than escape from predators. What matters for these birds is rapid acceleration; efficiency is less significant because their flights are generally of short duration. The best possible configuration is therefore a short, blunt wing.

Tail shapes also have a bearing on flight performance and vary for similar reasons. A short tail is aerodynamically efficient but a long tail can improve maneuverability.

HUMMINGBIRDS achieve the ultimate in avian maneuverability: they can fly in any direction without needing to turn in that direction first. All other birds, such as the Eastern Bluebird (above left), are limited to flying forwards.

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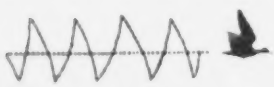
Modes of Flight

This close relationship between lifestyle and wing and tail configuration is manifest in most birds.

Like fighter aircraft, falcons have narrow, backswept wings that provide a high level of performance in open skies. Some other raptors,[3] such as accipiters,[4] operate in more cluttered environments, such as woodlands, and rely heavily on surprise. They have broad wings and long tails, offering maximum agility and acceleration.

Large birds of prey, such as eagles, ride thermals all day to conserve energy. They therefore have little need to flap their wings, which consequently tend to be long and broad, providing maximum lift.

Hummingbirds, on the other hand, flap their wings at an incredible rate that requires a high expenditure of energy. Their wings have more in common with helicopter rotor blades than with conventional aircraft wings, and they share many of the same flight characteristics, especially in the sacrifice of speed and range in return for a significant gain in precision. Like helicopters, hummingbirds can hover in midair, or fly backwards or forwards with almost equal ease.



WATERFOWL fly fast in a direct line, flapping their wings at a steady rate to maintain speed.

VULTURES use rising air currents to propel them in an upward spiral.

WOODPECKERS alternately flap their wings to gain speed and glide to conserve energy.

Leonardo and the Dream of Flight

The quest for flight is one of humankind's oldest passions. From the fable of Daedalus and Icarus, through the tower jumpers of medieval times and the "bird-men" of later centuries, history is filled with accounts of people building wings and leaping from hillsides and towers, in the vain effort to fly like a bird.

Among the most noted of early bird-men was the Italian Renaissance artist and engineer, Leonardo da Vinci (1452–1519), whose theories and designs formed the basis and stimulant for actual flight, generations later.

[3]**raptors:** birds of prey

[4]**accipiters:** birds of the hawk family

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10 Read this sentence from "Flight."

Generally, a long, narrow wing is more efficient than a short, blunt wing—for purely aerodynamic, non-biological reasons that are well understood by aircraft designers.

As used in this sentence, *aerodynamic* probably refers to

- ○ the ability to maneuver in many directions.
- ○ the amount of thrust needed to counteract gravity.
- ○ how much speed is required to keep a body from falling.
- ● how an object's shape affects the way it moves through the air.

11 With which of these statements would the authors of "Bird Anatomy" and "Flight" probably most agree?

- ● Bird anatomy is suited for efficiency in flying.
- ○ Wings and tails are more important than a bird's vision.
- ○ Speed and maneuverability are equally important for a bird.
- ○ For maximum efficiency, hummingbirds would require longer wings.

12 Look back at the poem by Gerard Manley Hopkins in "Bird Anatomy" and the paragraph about Leonardo da Vinci in "Flight." Which of these statements is probably true of Hopkins and da Vinci?

- ○ They both left designs for ways to fly.
- ● They both were intrigued by the flight of birds.
- ○ They both felt that flying was impossible for humans.
- ○ They both studied bird anatomy and observed how birds fly.

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13 Here are silhouettes of two birds of prey.

A B

Using what you have read in "Flight," identify each type of bird by its silhouette, based on a comparison of their different features. Explain what the different features probably tell you about where they live or their style of flight.

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FLIGHT

Item 13:
Here are silhouettes of two birds of prey.

A **B**

Using what you have read in "Flight," identify each type of bird by its silhouette, based on a comparison of their different features. Explain what the different features probably tell you about where they live or their style of flight.

Exemplary Response

A has much shorter wings and a longer tail, so it's probably an accipiter and lives in the woods. It uses its long tail to maneuver better. **B** is larger and its broad wings are longer. It could be an eagle. Its broad wings help it soar on currents of air.

Rubric

4 points possible

- 1 point for identifying **A** as an accipiter or hawk
- 1 point for giving **A**'s distinguishing features (short, broad wings, long tail) AND either that its probable habitat is woodlands OR that its short wings and long tail give it greater agility or acceleration
- 1 point for identifying **B** as a large bird of prey, an eagle, or a vulture
- 1 point for giving **B**'s distinguishing features (long or broad wings) AND that **B** uses its broad wings to soar or glide/get maximum lift

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

Subcontent Area: Nonfiction

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CSAP Grade 10
Writing

1

Some people believe that students should not hold jobs while they are in school because jobs take time and energy away from studying. Others contend that although there should be a limit on the number of hours worked, having jobs is a good way for students to learn responsibility and gain experience in the real world.

What do you think? Write an essay that presents your opinion on this issue. You want to persuade the reader to favor your opinion, so you should offer a clear and forceful argument.

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CSAP Grade 10
Writing

Directions

For Number 1, choose the sentence that is complete and written correctly.

1

- ○ Another trick makes an enormous elephant seem to disappeared into thin air.
- ○ Another trick makes an enormous elephant seems to disappear into thin air.
- ● Another trick makes an enormous elephant seem to disappear into thin air.
- ○ Another trick makes an enormous elephant seemed to disappeared into thin air.

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CSAP Grade 10
Writing

Directions

For Numbers 1 through 5, read the letter and look at the numbered, underlined parts. Choose the answer that shows the correct capitalization and punctuation for each part.

October 9, 2000

Elmo's Pet Emporium
255 Cortez Court
(1) Abingdon Virginia, 24210

(2) Dear Sir

I just received your catalog in the mail, and I would like to order
(3) some items. Please send the following things as soon as possible:
(4) a cat collar a cat bed and, a rubber mouse. My order form and payment are enclosed.

(5) yours truly,

Courtney Clemens

1
- ○ Abingdon VA 24210
- ● Abingdon, VA 24210
- ○ Abingdon, VA, 24210
- ○ Correct as it is

2
- ● Dear Sir:
- ○ Dear Sir;
- ○ Dear Sir,
- ○ Correct as it is

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3

- ○ things. As
- ○ things; as
- ○ things: As
- ● Correct as it i

4

- ○ collar a cat bed and
- ● collar, a cat bed, and
- ○ collar, a cat bed, and,
- ○ Correct as it is

5

- ● Yours truly,
- ○ Yours Truly,
- ○ yours Truly,
- ○ Correct as it is

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CSAP Grade 10

Writing

Directions

Do Number 1.

1 If you could change one law or add a new law, what would it be? Explain the benefits of the change.

You do not have to use all the lines. Just write on as many as you need.

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CSAP Grade 10
Writing

1

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- ○ Dear Sir;
- ○ Dear Sir,
- ○ Correct as it is

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3

- ○ things. As
- ○ things; as
- ○ things: As
- ● Correct as it i

4

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- ● collar, a cat bed, and
- ○ collar, a cat bed, and,
- ○ Correct as it is

5

- ● Yours truly,
- ○ Yours Truly,
- ○ yours Truly,
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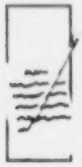

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